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ABSTRACT

This manual provides the new Comprehensive Employment and Training Act (CETA) training program instructor with resource information and teaching/instructional techniques found successful by other CETA instructors. Chapter 1 addresses questions related to CETA procedures, jargon, and relationships between agencies. Specific areas covered include the purpose of CETA, abbreviations and definitions, funding and titles, administation and authority, contractional relationship, allowance payments, referral procedures, and forms. Chapter 2 presents background information concerning the characteristics of CETA students. A number of these characteristics are described in detail, teacher observations are provided, and teaching suggestions are made. Behavior modification and counseling CETA students are briefly considered. Chapter 3 suggests specific ways to be a good CETA teacher. Topics addressed are knowing the program, understanding how students learn, setting and communicating objectives, organizing information (developing unit and lesson plans), presenting information effectively, evaluation, training students to become good employees, and teaching practices to avoid. Appendixes include course outlines, bibliographies of instructional material, and lists of suggested equipment for basic and employability skills, clerical office aide, and facility maintenance worker. (YLB)

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T.I.P.S.*
FOR
NEW CETA INSTRUCTORS
FROM
EXPERIENCED CETA INSTRUCTORS

*(Teaching/Instructional Points & Other Stuff)

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A Manual

Developed through Funding from the

Governer's Special Grant Section

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CHARLES McDANIEL
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Associate State Superintendent

July 10, 1981

Dear CETA Instructors:

Over the years many new CETA instructors have experienced some uncomfortable moments. They did not know what to expect of CETA students, and were not sure what was expected of them as CETA instructors.

We seized an opportunity to gather information from CETA instructors when the CETA Public Service Employment (PSE) training programs were discontinued in 1981. The compilation of this material has been printed in this handbook, which should keep new instructors from having to experience the same frustrations and to answer some questions that veteran CETA instructors might still be asking.

I hope you find this handbook helpful and wish you every success as you begin or continue your career as a CETA instructor.

Respectfully,

Joseph G. Freund
Associate State Superintendent

JGF:dp

ACKNOWLEDGEMENTS

Gratitude is expressed to several specific persons and one large body of individuals without whose time and efforts this project could not have been completed:

To Mr. Robert G. Shelnutt for his continuous encouragement and support; to "Mr. CETA," Troy Elder, for his permission to pursue this project; to Dr. Joseph Freund for his support and special assistance in obtaining funding; to Miss Janice Becton, Miss Donna Byrd, and Mr. Lloyd Groover for the extra effort in getting the project funded and contracted; to Mr. Al Dorgan, Ms. Anne Gay, Ms. Cathy Raulerson, Ms. Susan Klausen, Ms. Mari Greba, and Mrs. Bebe Cunningham for their editing assistance; and to those Area CETA Education Coordinators who located detailed information before and during the process of the project.

A special word of appreciation goes to Ms. Claudia John, Ms. Ginny Penn, Ms. Doris Parr, and Ms. Linda DeBord, fantastic persons and secretaries, who have been involved continuously from the time the idea originated until its conclusion in the form of this manual. They went through typing proposals, contracts, roughs, etc. but survived all the changes and still were willing to go the extra mile to meet deadlines. Many thanks go to Ms. Susan Ford and Mrs. Laverne Moore who helped type and placed the finishing touches on this manual.

The final recognition has been saved for a group of individuals without whose help this practical manual could not have been developed: the CETA instructors who worked as a direct part of the project and those who later contributed additional information. YOU have made this project possible and new instructors' jobs will be made easier because of YOUR efforts.

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evaluation techniques, counseling and instructional techniques were gathered from active teachers located across the state of Georgia. These persons were teaching in different types of CETA training programs, (i.e., IIB Classroom, Private Sector Initiative Projects (PSIP), Work Experience, and Public Service Employment Training (PSE) before discontinuation.)

There are many relationships and necessary paperwork about which teachers have questions throughout the year. A section of this manual will address many of the questions related to CETA procedures, jargon and relationships between agencies. This information should enable each of you to better understand the acronyms associated with CETA and the overall framework required to plan, contract the finances, offer the training programs, and place the participants.

As in all teaching, each student is an individual and brings with her or him certain experiences. This manual will provide you with an additional amount of background information concerning the characteristics of students who will be joining your class. A review will be provided relating the types of actions taken by teachers which achieved favorable learning responses and others which failed to stimulate students. The teaching materials identified in this manual were found to be successful for use with CETA participants.

Persons dealing with instruction, whether it is in a specific vocational skill, employability skill, or basic education skill, will ultimately determine whether the training project will or will not be successful. When attempting to develop an atmosphere for learning, most teachers welcome any tips which may be helpful. It is hopeful that this manual will serve as a resource once you enter this exciting phase of your career. The teaching/instructional techniques derived from the collection of material and presented in this manual were found to be successful in various CETA programs during day to day teaching operations.

Welcome to a classroom where you will find a special opportunity to help develop marketable skills for many who have not had this opportunity at a prior time in their life. Your successful preparation may make the difference between a student finishing the program with a marketable skill leading to a successful career or one who leaves your classroom without having attained a saleable skill.

You are important! Only by personal involvement of teaching professionals will CETA funded training programs be helpful to those students who need them, yet lack the knowledge to explain their need.

CHAPTER I

WHAT IS CETA AND HOW DOES IT WORK?

A. PURPOSE OF CETA

B. ABBREVIATIONS AND DEFINITIONS

C. FUNDING AND TITLES

D. ADMINISTRATION AND AUTHORITY

E. CONTRACTIONAL RELATIONSHIP

F. ALLOWANCE PAYMENTS

G. REFERRAL PROCEDURES

H. FORMS

I. OTHER QUESTIONS AND ANSWERS

A. PURPOSE OF CETA

WHAT IS CETA?

The Comprehensive Employment and Training Act. Funded by Congress with federal money, this Act provides employment and training programs, particularly for disadvantaged persons.

WHAT IS THE CETA PROGRAM SUPPOSED TO ACCOMPLISH?

Its main thrust is to prepare economically disadvantaged people for gainful employment.

WHAT IS THE EXPECTED RESULT OF CETA CLASSROOM TRAINING?

To provide individuals with the vocational/technical skills and information required to preform a specific job or group of jobs. It may also include training designed to enhance the employability of individuals by upgrading basic skills.

In other words, the purpose of the training is to prepare CETA participants for jobs--to become productive employees--by teaching them technical job skills as well as basic education and other skills needed to find and maintain jobs.

B. ABBREVIATIONS AND DEFINITIONS

ACADEMIC CREDIT

Credit for education, training or work experience applicable toward a secondary school diploma, a post secondary degree or an accredited certificate of completion consistant with applicable State law, regulations and policy, and the requirements for an accredited agency or institution.

ADMINISTRATIVE AGENT

An agency which, through a contractual agreement, administers programs or functions for a Prime Sponsor, i.e., the Georgia Department of Labor as administrative agent for Balance-of-State and Central Savannah River Area (CSRA) Prime Sponsors and the Governor's Special Grant, pays allowances, negotiates contracts and maintains fiscal and participant information.

AETC - Area Employment and Training Council

A local advisory council established in each BOS Planning area to plan and provide advice on the use of CETA funds at the local level.

BOS - Balance of State

A CETA Prime Sponsor composed of areas of a state not included in another Prime Sponsor's jurisdiction. The Georgia BOS is composed of 133 counties and is the responsibility of the Governor.

C & L - Coordination and Linkages

Activities which may be funded under a special section of the Governor's Special Grant funds for encouraging coordination and establishing linkages between Prime Sponsors and appropriate educational agencies and institutions.

CBO - Community Based Organizations

Private non-profit organizations that are representative of the community or a significant segment thereof which provide employment and training services or activities. Examples are: Opportunities Industrialization Centers (OIC), National Urban League and United Way of America.

CEE - Career Employment Experience

A combination of both well supervised employment (work experience or on-the-job training) and certain transition services which include at a minimum, career information, counseling including career counseling, and occupational information.

CESA - Cooperative Educational Services Agency

A multi-system agency designed to provide instructional support services for classroom teachers and educational administrators.

Class - Sized Projects

A training class which has all costs (such as instructors' salaries, equipment, materials, rent, etc.) paid by CETA, and all students in that class are CETA participants.

E.D.P. - Employability Development Plan

An individualized plan developed by the local program operator which identifies the available services and activities needed by each CETA participant to obtain unsubsidized employment. This plan is developed in conjunction with each participant's skills, interests and career objectives, and barriers to employment or occupational advancement.

ECONOMICALLY DISADVANTAGED

An individual who must meet one of the following criteria: receives welfare benefits, family income is below certain established poverty levels, is a foster child or client of a sheltered workshop, or has a barrier to employment, such as a history of mental illness, incarceration or a physical handicap.

ELIGIBLE

Describes a CETA applicant who has met eligibility criteria established by United States Department of Labor (USDOL) Regulations for a particular CETA program. Economic disadvantagement and being unemployed are eligibility criteria for most CETA activies.

E.S. - Employment Service

Local offices (L.O.) of the Georgia Department of Labor's Employment Security Agency which provide a variety of employment related services free to the general public. Most Employment Service offices operate CETA programs for Prime Sponsors.

EVALUATIONS

Various methods used by funding agencies (i.e., Prime Sponsors, Georgia Employment and Training Councils, USDOL, and administrative agents) to determine the effectiveness of programs. Factors usually considered in evaluations include cost effectiveness and the percent of trainees placed in unsubsidized employment.

F.R. - Federal Register (Federal Regulations

A document published by the federal government which contains regulations for the administration and operation of federally funded programs.

FISCAL YEAR

October 1 through September 30 for CETA since it corresponds with the Federal fiscal year. (This is sometimes confused with the State fiscal year which runs from July 1 through June 30.)

FOLLOW-UP

An activity used by most Prime Sponsors to determine the status of participants following the completion of a CETA program.

GDOL - Georgia Department of Labor

Through an agreement with the Governor, GDOL serves as the Georgia Prime Sponsor, and as the administrative agent for the BOS and CSRA Prime Sponsors and Governor's Special Grant. In many instances GDOL also serves as a program operator for Prime Sponsors.

G.E.T.C. - Georgia Employment & Training Council

A group of representatives from various agencies and organizations appointed by the governor to advise him on employment and training issues within the state.

GSG - Governor's Special Grant

Funds granted to governors for programs which address issues of employment and training which are generally beyond the scope of local Prime Sponsors. Vocational Education and C&L funds are a part of this grant.

I.R.'s - Individual Referrals

CETA eligible participants who are referred into skill training classes which are regularly offered by vocational schools. The Prime Sponsor pays only the costs that the general public would pay when entering a vocational-technical school.

J.S. - Job Service Center

See Employment Service

LEA - Local Education Agencies

Public education institution or agency having administrative control and direction of a vocational education program(s).

MOD - Modification

Process whereby a grant or contract is changed, usually to increase or decrease funds. This process often means that detail budgets for training programs must also be amended.

NFA - Non-Financial Agreement

An agreement between a Prime Sponsor and the State Board of Education describing plans for the use of CETA Vocational Education funds.

OJT - On The Job Training

CETA activity in which participants are hired by an employer (usually a private sector employer) where they receive training from the employer while working. The employer is then reimbursed by the Prime Sponsor at the rate up to 50% of the participant's salary to offset part of the employer's cost of training the participant.

PARTICIPANT

A CETA eligible applicant who has been enrolled into a CETA program.

PLACEMENT

The securing of unsubsidized employment for or by a CETA participant.

PIC - Private Industry Council

An advisory council composed of local representatives of business and industry, organized labor, CBO's and educational agencies and institutions. PIC's are active in the planning and administration of Title VII Private Sector Initiative Program (PSIP) funds and have authority equal to the Prime Sponsors in planning and spending those funds.

PLAN - Master and Annual

Documents submitted by Prime Sponsors to the USDOL to apply for CETA funds. The plan describes in general how the funds will be spent should the grant be awarded to the Prime Sponsor. The Master Plan contains administrative information about the Prime Sponsor that doesn't change annually. The Annual Plan contains specific program and financial information that does change each year.

PLANNERS

Prime Sponsor employees who are responsible for planning how the CETA funds will be spent locally in accordance with regulations and input from their advisory councils.

POSITIVE TERMINATION

Generally, the completion of CETA participation for reasons of: (1) obtaining unsubsidized employment, (2) attending full-time academic or vocational training or (3) entering the armed services. All efforts should be made to see that all of your students leave your class for one of these reasons. Unless at least 80% of them do, there may be serious questions about refunding the class.

PROGRAM OPERATOR

Local agency or institution which has contracted with a Prime Sponsor to operate a CETA project. In Georgia, most of the Job Service Centers and some CBO's are under contract with Prime Sponsors to operate CETA programs. Functions generally carried out by a program operator include recruiting applicants, determining eligibility, referring eligible applicants to employment or training activities and monitoring the work and training sites where participants are assigned.

P.S. - Prime Sponsor

A unit of local government which applies to the USDOI, is deemed eligible according to federally established criteria and receives CETA grants to provide CETA programs.

PSE - Public Service Employment

An activity formerly funded under Title II-D and VI of CETA which placed participants on temporary service type jobs with public agencies.

PSIP - Private Sector Initiative Program

Authorized by Title VII of CETA, the purpose of this program is to intensify CETA's association with the business community and to increase private sector employment apportunities for the economically disadvantaged.

REGS - Regulations

See F.R. - Federal Regulations

RFP - Request for Proposal

Method whereby Prime Sponsors solicit proposals for CETA programs from potential program operators. The potential program operators are given program guidelines by the Prime Sponsor and a deadline by which a proposal must be submitted to the Prime Sponsor describing how they can accomplish the desired programs and/or services at a reasonable cost.

SUPPORTIVE SERVICES

Services such as health and medical care, child care, transportation, etc., which may be provided to participants in accordance with the Prime Sponsor's plan.

S.Y.E.P. - Summer Youth Employment Programs

Designed to provide useful work and sufficient basic educational and on-the-job training during the summer to assist youth aged 14 through 21 years in developing their maximum occupational potential. The programs may offer well supervised work, opportunities to explore vocational interests, job rotation, vocational counseling and occupational information, and/or services to induce or aid dropouts to return to school.

TRAINING PROVIDER

A local education agency or other institution which has contracted with a Prime Sponsor to train CETA participants.

TRANSITIONAL SERVICES

Services such as job seeking, skills instruction, individualized job search plan, labor market information and other special activities to assist participants to move into unsubsidized employment.

UNSUBSIDIZED EMPLOYMENT

A job not financed wholly or in part by CETA funds.

UPGRADING

Training programs offered to individuals operating at less than their full skill portential. The upgrade training must prepare workers for positions of greater skill responsibility, higher pay, or career advancement and must clearly qualify a trainee to work at a particular occupation identified before the program begins.

VOC-ED FUNDS - Vocational Education Funds

A portion of the CETA Governor's Special Grant (GSG) specifically set aside to be spent on vocational education through the State Board of Vocational Education. These funds are allocated to the Prime Sponsors

and in a nonfinancial agreement (NFA) with the State Department of Education, the two agencies describe how the funds will be used for vocational training. The State Department of Education then contracts with LEA's to provide the training at the cost agreed to in the NFA.

WORK EXPERIENCE

A short-term or part-time work assignment with an employer. This activity is designed to enhance the employability of individuals through the development of good work habits and basic work skills. Work sites for this CETA activity may NOT be with private-for-profit employers. Some schools assign students to private employers toward the completion of their classroom training and refer to this activity as Work Experience, but it is not to be confused with CETA Work Experience activity. The CETA Work Experience activity is used extensively in youth programs and is sometimes offered in conjunction with classroom training.

WORK STATEMENT NARRATIVE

A written description by a (potential) program operator of how a CETA activity is supposed to work. It identifies how the activity will be administered, what it will accomplish, who will be served, etc., and is usually a part of a proposal. Then, if funded, it becomes a part of the actual contract.

YCCIP - Youth Community Conservation Improvement Projects

For unemployed and disadvantaged youth aged 16 through 19 aimed at instituting community conservation and improvement projects while providing employment, work experience, skill training and opportunities for community service.

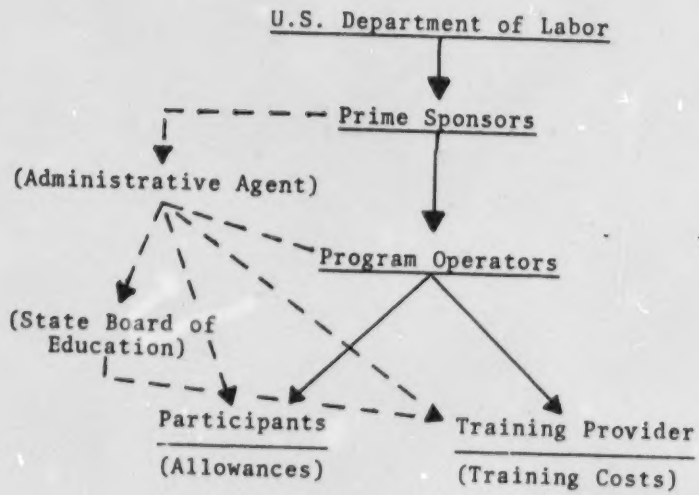
Y.E.T.P. - Youth Employment and Training Programs

A variety of activities for youth ages 16 through 21, designed to enhance job prospects and career opportunities for youth.

FUNDING AND TITLES

WHERE DOES THE MONEY COME FROM?

Federal tax dollars are appropriated for CETA by Congress. They normally flow in a manner similar to this simplified diagram.



WHAT CAN THE MONIES BE USED FOR?

CETA provides for various employment and training activities which are described in detail in the Federal Regulations. They include skill training, on-the-job training, and work experience, to name a few. The regulations specify activities for which the funds under the various Titles of the Act may be used.

WHAT ARE THE "TITLES" OF CETA?

The CETA admendments of 1978 were composed of eight sections referred to as Titles. Briefly, they are as follows:

Title I - Administrative Provisions - contains general administrative provisions governing programs under all the other titles.

Title II - Comprehensive Employment and Training Services - established programs to provide employment and training services for economically disadvantaged who are either unemployed or in school.

Title III - Special Federal Responsibilities - established national programs for groups whose needs may not be met by other provisions of the act. Funds are

also available for demonstration, research, training and evaluation projects.

Title IV - Youth Programs - authorizes a broad range of coordinated employment and training projects for youth aged fourteen to twenty-one.

Title V - National Commission for Employment Policy - established a group to advise the President and the Congress on national employment and training issues.

Title VI - Countercyclical Public Service Employment Programs - provided for temporary employment in public service jobs during periods of high unemployment.

Title VII - Private Sector Opportunities for the Economically Disadvantaged - authorized activities to increase involvement of the private business sector in the employment and training of the economically disadvantaged.

Title VIII Young Adult Conservation Corps - established programs to train and employ youth in useful conservation work. Unlike other CETA programs, there are no ecomomic restrictions on participation.

WHAT ARE THE MOST COMMON SOURCES OF CETA TRAINING FUNDS?

Classroom training is an allowable activity under Titles IIB/C, IV, VII and under the Vocational Education, Coordination and Linkages and State Services portions of the Governor's Grant. Training funds under Title IIB/C, IV, and VII are administered by the local Prime Sponsors.

The Governor's Special Grant Vocational Education funds are contracted through the Department of Education in accordance with an agreement with the Prime Sponsors; the other statewide activities under the Governor's Special Grant are administered by the Georgia Employment and Training Council's staff, which is a part of the Georgia Department of Labor's Planning Division.

ARE ANY SERVICES OTHER THAN TRAINING AVAILABLE TO STUDENTS?

Yes. Prime Sponsors provide for the students to receive employment counseling and job placement assistance. Sometimes supportive and other services are also provided by the Prime Sponsor or Program Operator.

D. ADMINISTRATION AND AUTHORITY

WHO CONTROLS THE MONEY?

Congress has the ultimate control of CETA funds by determining how much money will be allocated for CETA and what types of activities the money can be used for. The USDOL decides whether Prime Sponsor grant applications are approved. The Prime Sponsor Director, with input from advisory councils, controls the funds locally in that he decides which proposals will be funded.

Vocational Education funds, however, are a little different. The distribution of Vocational Education funds to the Prime Sponsors in Georgia is determined by staff of the Georgia Employment and Training Council based on federal guidelines. It is then required that Prime Sponsors and the State Board of Education reach an agreement (referred to as the Non-Financial Agreement - NFA) on how the Vocational Education funds will be spent. Therefore, the State Department of Education exercises joint control over the CETA Vocational Education funds.

WHO IS "IN CHARGE" OF CETA?

The chief elected official within a Prime Sponsor area is ultimately responsible for that Prime's CETA activity, (i.e., the Governor for BOS, the mayor of the city or the chairman of the county commissioners). However, most chief elected officials appoint a CETA director on their staff who is in charge of the day-to-day acitivities of the Prime Sponsor.

Agencies or institutions which operate CETA Programs often have a CETA coordinator on staff who supervises their CETA programs.

HOW DO THEY DECIDE HOW TO SPEND THE MONEY?

In accordance with federal regulations and with input and approval from their advisory councils, the Prime Sponsor decides what programs will be funded. Their decisions would also be based on an analysis of the local labor market demands, the available work force, and the capacity of the local service agencies or organizations to provide quality programs.

WHAT IS THE ROLE OF THE LOCAL EMPLOYMENT SERVICE OFFICE (JOB SERVICE CENTER)?

Depending on their contract, many local E.S. offices are responsible for the following functions:

Recruiting - Identifying and encouraging potential CETA eligible persons to apply for CETA programs.

Establishing EDP's - Developing individualized Employability Development Plans for CETA participants that will lead to unsubsidized employment. (See EDP definition)

Selection - Choosing which CETA eligible applicants will participate in various programs. The selection is based on such factors as which applicants are most in need, the training slots available, and the applicants' chances of succeeding in the activity. Many times the schools assist in the selection of students.

Orientation - Providing participants with basic introductory information concerning CETA participation, i.e., payment procedures, attendance requirements, services available and students' responsibilities as CETA participants.

Monitoring - Periodically visiting training and work sites to check on the progress of participants and to offer assistance in program operation.

Counseling - Providing individual or group counseling to assist participants in completing training and obtaining unsubsidized employment.

Reporting Programatic Information - Completing necessary paperwork to record participant information.

Job Placement - Assisting participants in obtaining employment.

Sometimes the instructor may find it necessary to remind the student that these services are available and/or contact the E.S. CETA staff to let them know that some students are in need of employment counseling, supportive services or job placement.

WHAT DOES THE STATE DEPARTMENT OF LABOR DO?

The central offices of the Georgia Department of Labor (GDOL) serves as the BOS Prime Sponsor as well as the Administrative Agent for the BOS and CSRA Prime Sponsors and for the Governor's Special Grant.

As the BOS Prime Sponsor, GDOL staff directs and consolidates the planning for the BOS planning areas.

As Administrative Agent, GDOL:

- Contracts between Primes and Program Operators,
- Provides technical assistance to Program Operators,
- Monitors and evaluates allowance payments,
- Administers allowance payments,
- Furnishes fiscal accounting,
- Maintains a management information system (MIS) of participant activities,
- Makes required programatic and fiscal reports to USDOL, and
- Plans use of the Governor's Special Grant.

Through use of their management information system, GDOL also operates a tracking system which is used by all Georgia Prime Sponsors to keep track of participants' time limitations within all programs.

Georgia Department of Labor is also the agency which houses the staff for the Georgia Employment and Training Council. The role of this staff includes:

Providing technical assistance to Prime Sponsors,

Evaluating Prime Sponsors, and

Preparing the CETA Annual Report to the Governor.

E. CONTRACTUAL RELATIONSHIP

WHAT AM I AS A CETA INSTRUCTOR RESPONSIBLE FOR?

Providing instruction in the designated skill area in such a manner that the CETA students can acquire the skill being taught and can demonstrate their knowledge of the skill in a work setting. To do this the instructor will have to:

Prepare units and lesson plans,

Obtain resource materials and speakers,

Evaluate student progress and when needed, adjust teaching to improve student progress,

Manage the classroom in such a manner as to increase

the likelihood that the students will locate appropriate jobs.

ARE THERE OTHER DUTIES I AM EXPECTED TO CARRY OUT?

Providing a role model for students by displaying desirable work habits and human relations skills.

Assist students in finding jobs in their field.

WHOM DO I GO TO FOR HELP?

That depends on what kind of help you need.

Your Supervisor, usually the Instructional/Industrial Cooridnator or Director of the school, should be your first resource, particularly if your questions pertain to matters dealing with school policies or procedures.

The Area CETA Education Coordinator should be familiar with your program both financially and otherwise and should be able to provide assistance or refer you to someone who can.

State Department CETA Section can help with CETA related questions, provide technical assistance, and staff development.

Other State Department of Education Consultants for the various trade areas can help you locate curriculum guides, instructional materials, etc., or assist with other instructional problems if assistance is not available locally.

The Local Employment Service Office should be contacted if you feel one of your students is not progressing as he or she should or is having some type of problem that may prevent his or her successful completion of CETA.

ALLOWANCE PAYMENTS

WHY DO CETA STUDENTS GET PAID TO GO TO SCHOOL?

Because the federal government requires that most CETA participants be economically disadvantaged, it was decided they need some income to sustain them while they are in training.

HOW MUCH DO THEY GET PAID?

This depends on the program and attendance. Usually, they are paid the minimum wage. If they are in a Title II-C upgrade program, they are paid allowances equal

to the wages earned on their last job. Participants who are receiving welfare payments are entitled only to an incentive allowance, about $30 per week.

HOW IS THEIR PAY DETERMINED?

Each Prime Sponsor sets a payment policy which is in keeping with the federal requirements. A record of the students' attendance is kept by the instructor. The instructor is responsible for accurately reporting the number of hours the students are in class and for following the Prime Sponsor's policy when determining if an absence is excused. The attendance is reported to the Prime Sponsor who then pays the students based on their policy and the student's attendance. You may have individual referrals from more than one Prime Sponsor in the same class which means their attendance may have to be reported differently and one student might get paid when he is out of class but another may not.

ARE THEY PAID ONLY WHEN THEY ARE IN CLASS?

This varies among Prime Sponsors. Some pay for holidays, school closure days and excused absences. Others do not. Your school officials or CETA education coordinator can help you find out which policy you should be following.

WHAT DO I DO IF THE CETA POLICY FOR EXCUSED ABSENCES IS DIFFERENT FROM THE SCHOOL'S ATTENDANCE POLICY?

You report attendance to CETA in accordance with the CETA Prime Sponsor's policy which is funding the student's training and use the school attendance guidelines for all school reporting.

ARE STUDENTS PERMITTED TO HOLD A JOB AND STILL GET PAID FOR COMING TO SCHOOL?

Yes, if:

1. They did not begin the job until after they were enrolled in CETA, and

2. The job does not interfere with their training.

If you have a student working and the circumstances of their job do not meet both of the above conditions it should be reported to the Prime Sponsor or Program Operator.

REFERRAL PROCEDURES

HOW DO STUDENTS GET INTO CETA CLASSES?

Persons must first apply for CETA at the Prime Sponsor or Program Operator's office - usually the local Employment Service office. A somewhat lengthy eligibility determination must take place. If the applicant is eligible and if a suitable training slot is available, then the applicant may be referred to training.

WHO CHOOSES THE STUDENTS AND ON WHAT CRITERIA IS THE SELECTION BASED?

Staff responsible for selecting CETA trainees may be employed by the Prime Sponsor or the Program Operator and are often employment counselors or interviewers. There are many factors considered in selecting trainees from eligible applicants. Some of them are the applicants' work and training history, job readiness, ability to succeed in the class, the labor market conditions, the length of the class, the availability of allowance money and priority population groups, to name a few. It is often to the Program Operators benefit to allow the training provider to have input in the final selection.

IS THERE ANY ASSESSMENT MADE OF THE APPLICANTS' CAPABILITIES BEFORE THEY ARE ENROLLED IN TRAINING?

Again, this varies from one Prime Sponsor/Program Operator to another. Some of the smaller Prime Sponsors have instituted rather extensive assessment programs. Others may use only the applicant's stated interests when establishing the applicant's career objective.

CAN I HAVE ANY INPUT IN THE SELECTION OF STUDENTS?

Depending on the Prime Sponsor/Program Operator, the instructor or other school personnel may make arrangements which will allow them to help select the students. This is particularly true if the class has been funded by CETA the previous year. Since the instructor has had experience in teaching CETA students, his expertise is often sought to help identify the students who are most likely to succeed. Some experienced CETA teachers even help the Program Operator recruit applicants. However, it is virtually impossible for a new instructor to assist in student selection if the instructor begins work the same day the students begin class.

CAN STUDENTS ALREADY ATTENDING A VO-TECH SCHOOL GET PAID BY CETA?

Sometimes. If there is a financial hardship case, the student would have to apply for CETA and be determined eligible. The training institution is also supposed to send a letter to the Prime Sponsor/Program Operator saying that because of financial reasons the person will not be able to continue training without financial aid. If a slot is available and other stipulations met, the student may be enrolled in CETA as a "pick-up".

H. FORMS

WHAT CETA FORMS DO INSTRUCTORS HAVE TO FILL OUT?

All instructors must keep some type of student attendance records, but these records vary among the different schools and Prime Sponsors. If one form serves as both the academic and pay attendance record, be sure it includes all necessary information, such as whether an absence was excused in accordance with the Prime Sponsor's payment policy.

Student progress records or grades should also be maintained. Here, also, the format of these records is not dictated by CETA, but is left up to the institution. Some Prime Sponsors/Program Operators, however, may request periodic progress reports from the school.

ARE THERE ANY OTHER CETA FORMS I NEED TO KNOW ABOUT?

Yes. There are forms currently used by BOS, CSRA, and Gwinnett County Prime Sponsors with which you should be familiar.

One is the CETA 61 or 61A Certification for CETA allowances. These are computer cards on which student attendance is reported. It is signed by the participant and an approved school official certifying attendance on the last day of each week. It is mailed to the GDOL Payment Unit and, if it is filled out correctly, it generates the check which is mailed to the student. The attendance on the CETA 61 or 61A is based on the instructor's records. Instructors located in the off-campus programs usually sign these cards. The way the attendance is reported on these cards must be in accordance with the Prime Sponsor's policy.

The CETA 6A, Notice of Completion or Termination, is to be used by the School to notify the local Program Operator when a CETA participant completes, or for any reason, discontinues his or her CETA training. The 6A is usually filled out by the instructor for class size projects and by a school secretary for Individual Referrals. It is very important that a 6A is filled out immediately after a student leaves training and that all the information is complete, particularly the lower portion of the card. Information reported on this card is used to determine the effectiveness of a training program. If these cards do not show that the students are becoming employed, it could lead the Prime Sponsor to decide the training was ineffective and the class should not be refunded. In a nutshell, the information reported on this card could make the difference in whether or not your job is refunded!

Check with your supervisor to find out who in your school is responsible for filling out these notices. If it is someone other than yourself, make sure they understand the importance and urgency of the 6A (or other completion notice) and be sure you notify them as soom as a CETA student leaves your class. These forms can be obtained from the Job Service Office or your Prime Sponsor.

Other Prime Sponsors use different methods to report attendance and terminations, and the proper completion of these forms is just as important.

OTHER QUESTIONS AND ANSWERS

WHY MUST THE PROGRAMS HAVE SUCH A SHORT START-UP TIME OR WHY CAN'T NEW INSTRUCTORS BE HIRED WELL BEFORE A CLASS IS TO BEGIN SO THEY'LL HAVE TIME TO PLAN AND ORDER MATERIALS?

Because of the planning and funding cycles, it is unusual for instructors to be hired before a class begins. Since Prime Sponsors never know how much money they will have from one year to the next, they generally prefer to contract for classes for which they are sure they have enough money to complete. Many courses are one year in length, so the contracts generally begin on October 1st to coincide with the CETA fiscal year. If it is a one year course, an instructor hired earlier would have to be paid from money from the previous fiscal year. Many times Congress and USDOL are late in making CETA funds allocations, therefore Primes get a late start on planning which means schools are lucky to have contracts before the class is scheduled to begin. However, training providers should encourage the Prime Sponsor's planners to allow teacher planning time before the class begins. It is very important that time be allowed to prepare the curriculum, order the materials and supplies, locate resources and establish objectives and lesson plans.

IS THERE A MAXIMUM NUMBER OF STUDENTS ALLOWED IN EACH CLASS?

Yes, but it varies from class to class. The number of student "slots" is specified in the contract between the school and the Prime Sponsor or State Board of Education. The number of slots generally range from 12 to 20. The amount of allowance monies available is one factor used to determine this number. Often a Prime Sponsor will allow the initial enrollment to exceed the specified number of slots in anticipation of a few students dropping out of class. There may be 20 slots in the class, but 22 students enrolled at the beginning because 2 or 3 will probably drop out early.

WHO IS SUPPOSED TO KEEP THE VACANT STUDENT SLOTS FILLED?

Either the Prime Sponsor or Program Operator, depending on the local arrangements. Whichever organization was responsible for recruiting and filling the class initially - often the E.S. Office - should be notified by the instructor as soon as a vacancy occurs so they can refill the slot if the class is not too far advanced, or if individualized instruction is being used.

WHAT DOES IT TAKE TO GET EQUIPMENT APPROVED?

CETA regulations require that prior approval be granted by the USDOL for any single piece of equipment costing $1,000 or more. In such cases the Prime Sponsor must request this approval before the equipment may be purchased, even if it was listed in the school's contract. Any equipment listed in a training contract which does not cost $1,000 or more, does not need any further approval from the Prime or the State Department of Education. A distinction should be made between equipment listed in a proposed budget and the final budget which is included in a contract.

The State Department of Education does require that a DE-form 0339 be attached to the requisition any time reimbursement is requested from the State Department of Education for any equipment costing more than $25 (this does not apply to instructional aids and materials). Equipment purchased with CETA funds is not

owned by the school but is property of the Prime Sponsor. Use of the DE-0339 is the means by which the equipment is added to the Administrative Agent's inventory system.

WHAT KIND OF COUNSELING IS LOCAL JOB SERVICE SUPPOSED TO PROVIDE?

Under BOS and other Prime Sponsors which contract with local E.S. offices, employment counselors are to provide either group or individual counseling to CETA students. This counseling may be provided on a regularly scheduled basis or as requested by the instructor or student. Instructors may find it to their advantage to develop a good working relationship with the local E.S., CETA counselors and interviewers.

WHO IS SUPPOSED TO PROVIDE JOBS FOR STUDENTS AFTER TRAINING?

This depends on the Prime Sponsor. In BOS, the E.S. offices are responsible for job placement. Some other Prime Sponsors require each training provider to place their students. Whichever method your Prime Sponsor has chosen, it is still recommended that instructors and schools attempt to place CETA students. If the students aren't placed by another agency which is responsible for doing so, it may still reflect badly on the instructor and school.

WHAT KIND OF STUDENT INFORMATION CAN BE PROVIDED BY THE LABOR DEPARTMENT (OR PROGRAM OPERATOR)?

Before eligibility can be determined, applicants must provide a lot of information about their financial income, family size, address, education, work history and past CETA participation. Depending on the Prime Sponsor, they may also have collected extensive assessment information. However, this information may be considered confidential and not released to an instructor unless the Prime Sponsor staff understands why you need the information and how you plan to use it. The manner in which you request the records may determine whether you get them.

HOW CAN I FIND OUT WHAT STUDENTS' CAREFR PLANS ARE?

By asking the Program Operator to share with you the student's Employability Development Plan. The CETA counselor or interviewer at the E.S. office may be willing to do this if he or she understands you would like to have this information so you can better prepare the student for a career goal.

WHY CAN'T ALL STUDENTS BEGIN A CLASS AT THE SAME TIME?

Because eligible people don't all apply for CETA at the same time. Some Prime Sponsors like to have classes which begin at various times during the year to serve the applicants. If applicants have to wait very long before starting a class, slight changes in their income or family status might make them ineligible before the class begins. They they will have waited for nothing. If individualized instruction is being used in a class, it is easy for new students to join the class at any time. This is particularly desirable if the class has a high turnover rate.

WILL THERE BE JOBS FOR THE STUDENTS WHEN TRAINING IS OVER?

Hopefully, there will be. This depends mainly on you and the student. You can help by keeping in touch with the agency responsible for job placement -- usually the local Job Service office. Let the counselor or interviewer know ahead of time that you have students nearly ready to go to work. Give them three or four weeks notice so they can be developing job openings by contacting employers. The more positive information you give them about the student, the easier it will be for them to "sell" the student to a potential employer. Once the student has an interview arranged, it is up to the student to convince the employer that he has learned the necessary skills and will be a productive employee.

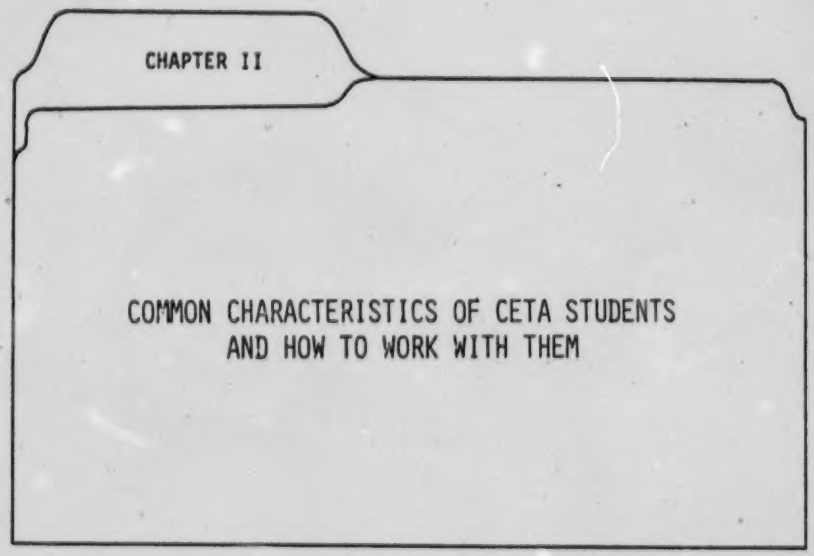
WHAT SHOULD I DO IF THE STUDENTS DON'T SEEM TO UNDERSTAND THE BASICS OF THE CETA PROGRAM?

Request that the counselor from the agency which referred the student to training speak to the students to give them an orientation to CETA and/or to clear up any questions they have.

WHY CAN'T THE SCHOOL OR INSTRUCTOR SCREEN FOR BETTER STUDENTS?

Sometimes they can if a good working relationship is developed with the Program Operator. You must realize that there are certain considerations they must make, such as the federal requirement that they give priority to the "most in need" and serving "significant segments" of the population. These requirements may lead them to choose different students than you would. However, you may be able to convince them that a "most in need" applicant lacking academic skills will

be better served in some other program, i.e., on-the-job training, or adult basic education rather than being allowed to experience another failure in a class for which he is not prepared.



A. COMMON CHARACTERISTICS OF CETA PARTICIPANTS AND WAYS TO WORK WITH THEM

B. BEHAVIOR MODIFICATION

C. COUNSELING CETA STUDENTS

A. COMMON CHARACTERISTICS OF CETA PARTICIPANTS AND WAYS TO WORK WITH THEM

You will be working with a unique group of participants. You probably have worked with some students of this type but were not quite as knowledgeable about the situation as you wished to be or will become while working with these participants. Although it may be difficult to learn all you need to know about the participants, try to learn as much as possible about them. Participants will display as many attitudes as there are participants. But being an instructor with certain capabilities, you will recognize many individual differences among your students immediately; others you will recognize as you work with the participants. A key here is to work with the participants at your best, regardless of his/her attitudes.

CETA instructors have found that the participants are in need of more than just skills. They need someone to talk to. Many times participants will request to talk to the instructor when you may have other things to do. As the instructor, you will find it necessary and very helpful to listen to the participants. They don't expect you to solve their problems, but they would enjoy and welcome your advice. Many things that the participants will share with you could give you clues to planning the most appropriate assignments or lessons for the students. It will also help you determine the interest of the participants.

Observe the participants closely to determine the most effective way for them to learn. You may not be able to determine the learning pattern immediately of all participants, but as you work with each individual, you should be able to develop a concept of how each student learns best. You would want to help the participants in the best way possible.

Some participants will enter the program with negative attitudes toward the instructor and the program. This is one reason why it is so important that you and the student understand the program. You must remember that these are disadvantaged people with problems. Some have more severe problems than others. As you work with the participants, you will find that the negative attitude will soon diminish. CETA instructors have noticed that many of the participants have disadvantages and problems and they don't know how to deal with the disadvantages, problems, or even themselves. Don't add to their problems by showing them that you are the instructor and that you do not share the same problems. Obviously, they can detect this immediately. What the participants need is someone to show concern and someone to work with them in developing knowledge and skills that will help reduce their disadvantages or problems.

These participants need to be assured that the training they are receiving will not be another failure for them. This is all most of them have ever experienced - failure. You will find while working with these people that they, even with problem attitudes, have a strong desire to succeed and will work very hard to develop skills. An understanding of how they learn is essential to the success of the program. All participants will not learn at the same rate or in the same manner.

An awareness of common characteristics of the CETA participants should be of interest and help to you as an instructor. The majority of CETA participants are disadvantaged in one or more ways. According to the 1980 CETA annual report to the Governor, over 90% of CETA participants are economically disadvantaged. The family income is at or below national poverty level; participant or parent(s) or guardian of the participant is unemployed, participant is unemployed, participants or parent(s) of participant is recepient of public assistance; or participant is institutionalized or under state guardianship.

Over half of the CETA participants are educationally disadvandaged. They lack reading and writing skills, mathematical skills or perform below grade level. And over 60% of CETA participants are from minority ethnic groups.

Now that it has been established that most CETA participants are disadvantaged in one or more ways, just what does that mean? The behaviors that characterize the disadvantaged person are factors which should be addressed in planning and implementing a CETA training program. The following characteristics should be of interest and will provide a basic understanding of CETA participants.

Teachers Located Throughout Georgia Listed These Common Characteristics Concerning the CETA Participants:

Have a feeling of insecurity throughout all aspects of life.

Past experiences have been primarily failures.

Are preoccupied with the need for money because it provides some security.

Past experiences have been unsettling, i.e., frequently moving, involvement with the law and violent behavior.

Have a strong desire for authoritative control and law and order.

Have a short time perspective, live for the moment and don't plan for the future.

Tend to avoid new situations personally or on the job because of insecurity.

Inability to communicate well verbally and in other ways.

Are without a good job or social skills necessary to escape from the limitations of his cultural subgroup.

Have strong opinions on a variety of subjects.

Are intensely loyal to family and friends.

Tend to be superstitious and may believe that everything is a matter of luck.

Stand in awe of the authority which controls society but dislikes and mistrusts them at the same time.

Have a physical orientation to life; abstract ideas and ideals do not appeal to them.

Do not read or communicate well, so application forms, instructions, and tests give them trouble.

Depend on gestures to communicate.

Are unaware of where jobs are and how to go about getting them.

May be below average in ability to learn academic subjects.

Are more susceptible than average to have health problems.

Have a lack of motivation and confidence.

Are easily frustrated and may stop trying to improve their life.

Tend to move in a culture which condones standards of behavior and achievement different from middle class society.

Feel earning capacity depends on physical strength.

Base honor and self-respect on the ability to use his fists.

Are sure they cannot live up to the expectations of those they hold in high regard such as ministers or teachers.

Failure in achieving the recognized American standards of success leads to deep discouragement which may amount to complete resignation to their fate.

The belief that one is excluded from the mainstream of society may actually prevent a person from ever being successful and thereby some people may feel that this removes the blame from themselves.

A number of the characteristics have been analyzed in the following pages based on teacher observations and contains comments which were included in the statewide questionnaires utilized for collecting information. A section of this chapter includes suggestions which instructors have found to be successful while teaching CETA participants.

CHARACTERISTIC - FEAR OF FAILURE

Failure is not unusual to disadvantaged persons. Most have experienced failure in the educational system, the labor force and society. They are too insecure and defensive to respond positively to being challenged. In many instances, they have resigned themselves to a life in which many deal only with acquiring the basic necessities of life.

Teacher Observations

Many students entered my class with reservations about their abilities, re-entering an educational program and social interaction with others. Their attitudes toward work and training were negative, and they felt they were incapable of performing well.

When the training program started, the participants were negative, arrogant, lacked self-confidence, resistant to suggestions, and had the feeling that everything and everyone was against them.

As anxiety or worry about themselves mounted, students tended to have problems with many tasks.

One student was afraid to touch any of the equipment for fear of it falling apart.

When the participates entered the program they were brow beaten and unsure of themselves.

Suggestions

Provide an opportunity for each person to succeed. This may be a small step the first time, but it will build confidence.

Expect participants to succeed.

Listen to what participants have to say. Be willing to realize the student's level and respond to his/her need.

Create activities in which everyone can participate.

Reinforce correct responses to questions.

Establish a non-threatening environment.

Teacher Observed Results

Designing the program so there were no grades or failure made a difference.

CHARACTERISTIC - "ANTI" ATTITUDE AND BEHAVIORS

Many disadvantaged persons demonstrate behaviors and attitudes which are contrary to those expected by society. They may become frustrated easily because of limited abilities and experiences. The insecurity caused by habitual failure and inner tensions caused by social conflicts may contribute to a hostile or poor attitude toward training. They may view training as unnecessary and don't feel a part of the training program. Survival may be their main goal.

Teacher Observations

Sam followed directions poorly. It always seemed that his way was better, but he constantly made errors because of it.

The students entered the program with an unconcerned attitude toward basic skills. They could not see the need for basic skills when all they wanted was a job.

Occasionally a student will demonstrate the "world-owes-me-a-living attitude.

Suggestions

Reward the students as often as the program permits.

Establish rules and regulations appropriate for the population (adults must be treated as adults). Consistency is an important part of any training program.

Rules and regulations should be specific, not general.

Explore business and industry by bringing resource persons into the classroom. Also, utilize field trips and work experience.

Training should be similar to actual work setting (i.e., physical arrangement, equipment, rules, regulations, etc.)

Keep the training practical.

Provide continuous feedback to the participant by identifying approved behavior and expected academic skill achievement.

Teacher Observed Results

Student learned that a supervisor can be helpful and is not out to get the people working for him.

The attitude of the class as a whole changed before the end of the session. Students developed a more positive attitude about themselves and obtaining and keeping a job.

CHARACTERISTIC - AVOIDS NEW SITUATIONS

Disadvantaged persons intentionally avoid new situations, and in the process, forego economic security and well being. When confronted with new situations, the disadvantaged person tends to feel threatened, insecure, and without control of the situation. These feelings are reinforced by a lack of knowledge and skills needed for the situation as well as an unawareness of the value of middle class society.

Teacher Observations

Most students entered the program with little or no skills and a weak academic background. At first, most would not admit they had a lack of knowledge and skills in the area.

Too many of these students have not worked in years and often not at all.

Upon entering this course, many of the students had not experienced being part of the world of work and most didn't even know how to look for a job.

Suggestions

Introduce new materials and new experiences cautiously and with complete explanations of learning implications.

Inform participants of the need to face and cope with new situations and tell him how to do it gradually.

Have students identify threatening situations and find possible solutions to these situations.

Help students develop the skills necessary to make decisions concerning problems.

Inform students of what is necessary to cope with new situations.

Teacher Observed Results

The student's appearance improved; she was able to accept her divorce.

The students would open-up to something they had seen or experienced in class. They started to accept guidance and not defend their every action with an excuse. They exhibited a desire to learn and a willingness to work together. These changes occurred to each student and to each student they occurred in different degrees and at different stages. The cause for the changes can be summed up by the fact someone cared about them and was willing to show it.

As a result of the program, several students were able to get their lives and those of their families turned around and were able to become more productive adults and contributing citizens.

A behavioral change was noted in one of the students who came into the class with a chip on her shoulder. In the first few weeks, she seemed ready to fight everybody in the class. She soon found that everybody was human, and her attitude began to mellow.

CHARACTERISTIC - LOW LEVELS OF ASPIRATION

Disadvantaged persons have low occupational and educational achievements and aspirations. Failure to understand the value of education has greatly limited the development of educational and personal goals. Negative attitudes toward work are developed because they recognize their limitations for financial growth. Success and security are uncertain, and therefore they are oriented more toward the present than the future. Immediate satisfaction is more important than future satisfaction. Jobs are often chosen based on salary rather than on career goals. They are not willing to postpone a slightly better-than-minimum-wage income now in order to improve their education so they will qualify for a more secure, better paying job later.

Teacher Observations

One student didn't seem to care if she worked or not.

Most students lacked ambition.

In the beginning the students were indifferent and had little desire to be in the program.

About half the students had poor work habits and no motivation.

They indicated they were there for the money only.

Even though some participants said they aspired to do better, most were not self disciplined enough to do any better.

Suggestions

Help participants gain a feeling of self-worth by insuring that successful experiences are a part of the training program.

Increase the knowledge of the work environment of the participants through supervised work experience, field trips, and resource persons.

Help participants establish goals and objectives appropriate to interest and abilities.

Teacher Observed Results

About three weeks into the program one student made a complete turn around. She enrolled in night classes and worked hard on her personal appearance.

The total program helped the participants to want to do for themselves.

As the program progressed, the skills were gained and you could see an increased desire to achieve in the students.

This person not only showed a change in attitude about her work, but also wanted to learn about ways she could improve to make a favorable impression while looking for a job.

One particular student developed a personal budget which aided her in opening a checking account, later she was able to open a savings account.

Several students felt they were not smart enough to learn. When they were able to find material directed to their level of understanding, they began to realize their own capabilities and transferred the information gained to their personal lives.

CHARACTERISTIC - POOR COMMUNICATION SKILLS

Many members of the disadvantaged population have problems with tasks most people consider simple. When reading or communicating is involved in an activity, failure is likely. They have problems preparing job applications, adequately responding to interviewers, succeeding on tests, or even following simple instructions.

Teacher Observations

The student came to me with a low math and reading skill score.

At the beginning of class, this student had no knowledge of nomenclature or use of hand tools, custodial equipment or how to accept responsibility and constructive criticism.

Most of the individual programs developed for the participants required some remedial skill development.

Suggestions

Divide the material into simple segments for presentation to the students.

Encourage student questions concerning any material presented.

Provide the participant with understandable feedback. Let him know often how he is doing.

Be sure to involve the participant in the training activity. How? By asking questions, giving assignments, individual presentations.

Utilize the technique of problem solving when possible in the course of study.

Be sure basic skills are a part of the total training program.

Teacher Observed Results

The biggest behavioral/attitude change took place in the students who felt that they had a chance to pass the GED test. It was evident in a nineteen year old girl, who had only finished the 10th grade. She started in the math lab with an "I don't care" attitude. When the class ended, she was anxiously awaiting the chance to take the GED.

After a period of time, the student was able to obtain his GED and move into his skill area. At the end of his contract, he was job-ready.

By the completion of the course, this student was very efficient in all phases of building maintenance.

CHARACTERISTIC - POOR SELF CONCEPT

The disadvantaged person tends to feel unsuccessful, worthless and unwanted. Failure to achieve economically, socially and educationally has led to frustration and discouragement. This failure to succeed has prompted many to resign to a life without success. They see themselves as failures and have quit trying to improve. Some elements contributing to these feelings are failure to succeed financially and failure to achieve educationally.

Teacher Observations

Confidence was lacking in nearly all the enrollees during the first weeks.

The majority of the participants have experienced failure most of their lives.

Suggestions

Design programs to enable participants to build their self images.

If possible, encourage the participant to participate in the planning phase of their program (assessment, setting goals and objectives, and evaluation.)

Modify program to facilitate the accomplishment of goals and objectives.

Show empathy for the participants.

Teacher Observed Results

They asked questions and sought help with their work. We emphasized the importance of asking when you don't know, both in class and on the job. Again, your self-image has to be fairly good before you can feel comfortable asking questions.

After having short-term vocational training, the participants' attitudes and self-concepts improved.

The total program helped the enrollees to have more poise and self confidence.

Changes, such as participants gaining more self-confidence, were due to coaxing and patience on the part of the instructor.

CHARACTERISTIC - SUBCULTURE INFLUENCE

The disadvantaged person tends to be a member of a subculture which excludes the person from the mainstream of society. This subculture condones standards of behavior different from and achievement less than that of middle class society. As a member of this subculture, lack of success may be blamed on the middle class social structure rather than on self.

Teacher Observations

Frances was habitually tardy. There was always an excuse; it was always someone else's fault.

The toughest problem and one that I wasn't able to overcome in all the students was the attitude that it isn't important to be on time and attend every day.

Most of the participant's absences were avoidable. They have so many problems at home.

A variety of attitudes and behaviors entered the classroom. Most were learned at home, on the streets, and from society at large.

Class attendance was the most difficult problem.

Suggestions

The participants should be informed of acceptable social behavior.

Acceptable social behavior should be integrated into the training program.

The participants should be required to demonstrate acceptable social behavior in the training program.

Teacher Observed Results

After four weeks, it became evident that the program environment was beginning to dominate their outside environment.

CHARACTERISTIC - PHYSICAL ORIENTATION TO LIFE

Some disadvantaged persons believe earnings capacity depends on physical strength. Conversations depend on gestures and touching. Religious services probably include hand clapping and other physical activities. Honor and self respect depends on one's

ability to fight. Sports, as a participant or spectator, are the primary means of recreation. Physical oriented sports figures (boxers, football players, etc.) are usually among the disadvantaged person's heroes.

Teacher Observations

During basic skills, it was difficult for the students to sit quietly and work. They wanted to talk to their friends and take breaks.

When they started this program, the students had a hard time understanding how to cope with the classroom instruction.

Past experiences have been unsettled, i.e., frequent moves, brushes with the law and violence.

Suggestions

Try to design your training program so that it will be fun and active.

Make sure you explain or demonstrate the practicality of what you want the students to learn.

Remember there are many active ways of learning.

The greater the concentration on physical activities in learning, the better disadvantaged students will perform.

Teacher Observed Results

We found the students more satisfied when actively participating in learning.

All the students seemed to do better in the skill phase of the training program.

Once they started the application phase of welding, their attitudes changed for the better.

CHARACTERISTIC - GOALS ORIENTED TO THE PRESENT

The future is of secondary importance to members of the disadvantaged culture. They are preoccupied with the need for money to provide food, clothing, and shelter rather than preparing for a good job tomorrow or success in the future. Their decision making and thought process tends to focus on basics and the present rather than abstracts or the future. Rewards for the disadvantaged person must be immediate and tangible.

Teacher Observations

Most of the participants wanted to get on the job rather than go to class.

At the beginning of the program each participate established goals to be accomplished during the training. Based on these goals, an individual plan was developed for each student.

Suggestions

Goals and objectives should be established for each participate based on his or her interests and abilities.

The participant should be involved in the goal and objective setting.

The goals and objectives developed must be short in duration and include a physical reward if possible. i.e., a gold star, check in grade book, a grade written on test paper.

The training program should be practical and relevant to the needs of the participants and the work environment.

In the training program, practical work should precee theoretical work, and the participant must see the relationship.

Efforts should be made to expand the participants outlook on life to include the future.

Teacher Observed Results

The main reason for their change in attitude toward learning was that they had a specific goal toward which to work. They also knew that they might not get another opportunity to better themselves in this way.

CHARACTERISTIC - NEED STRUCTURE AND ORDER

Disadvantaged people generally feel a need for security which can be met through structure and routine. They tend to avoid change and become frustrated when forced to change. They like to feel they have control of their life.

Teacher Observations

Participants resented rules which they felt were designed for younger students.

Most of the students were frustrated with change.

Changes were slow in coming because they had to unlearn some old ideas that were fixed in their minds.

The more consistent and less change in a program, the better.

Students were informed of the few simple rules at the start. This seemed to help let them know where they stood.

Suggestions

When informing the participant, whether it is rules, regulations, or subject matter, be clear and consistent.

When rules are necessary, explain the reason for such rules.

Have the training environment as consistent as possible. (keep the same routine.)

Treat participants as adults.

Don't embarrass participants in front of their peers.

Teacher Observed Results

By requiring the students to do the job right, the students developed a sense of pride.

Most of the students readily adjusted to the routine of the class.

If the students understood why the change was necessary, they weren't as frustrated.

B. BEHAVIOR MODIFICATION

One problem that many CETA instructors have had is dealing with the students' "bad attitude". They were usually referring to the students' negative comments and poor behavior. Many psychologists believe that bad attitudes and behaviors are learned, not inherited. If a person has "learned" bad behaviors, why couldn't he or she just as easily have learned good ones? Most people can't learn something they haven't been exposed to. Chances are that many of your students grew up in an environment that exposed them to a lot of negative things; therefore, they learned negative attitudes. Why should they believe they can have a successful career, when many of their friends lived on welfare and told them you couldn't get a good job unless you

knew somebody? If they disagreed with their friends' philosophy, they were probably called stupid. So, they begin to "believe" what they were told. What you have here, CETA teacher, is an example of what is called Behavior Modification.

Stated simply behavior modification theory says that behavior can be modified by the consequences or results of that behavior. If you help an old lady across the street and she smiles at you and you feel good about doing it, you'll probably do it again. If the old lady slaps you when you offer to help her across the street, chances are you won't offer to help that old lady again! In other words, if you are rewarded (reinforced) for doing something, it increases the chances that you will do it again. If you are punished for a behavior, that behavior will probably occur less often.

But you ask, "If that is true, then why does Frank keep on coming to class late when I fuss at him every time he does it?" Sometimes what is punishment to one person may not really be punishment to someone else. Maybe Frank was number five of ten children and never did get much attention from his mother, While you thought you were punishing him by fussing, he was really thriving on the attention he got from you when he was late. In essence, you were reinforcing him for being late. How would you handle this situation?

And then there was Mary Ellen. Every time she did well on an assignment, you praised her in front of the class, but then her work began to worsen. Because she was a very shy person, you thought you were reinforcing her good work with praise, but actually you were embarrassing her. The praise you thought would reinforce her good work was actually decreasing the likelihood that her good work would continue. It was serving as a "negative reinforcer".

These two illustrations point out that a teacher can never forget that all students are individuals. As a teacher, you must be a keen observer of your students' personalities so you will know what you can do that will serve to reinforce the acceptable behavior they display. By properly reinforcing the desirable behavior, that type of behavior will increase.

A very important tip about behavior modification: reinforcing good behavior is much more effective at reducing bad behavior than is punishing bad behavior. So whenever you notice a student displaying a positive attitude, give the student reinforcement and do so immediately. The more quickly a reinforcement follows a behavior, the more effective it is.

COUNSELING CETA STUDENTS

In a CETA training program, or any educational program there will be situations where counseling is needed. In some cases, there may be a professionally trained counselor who can help in this situation. There are also occasions when you should refer a participant to a person who has acquired additional knowledge in the Psychology/Counseling field (i.e., psychologist, psychiatrist, etc.) But many times you, the teacher, will need to assume the role of teacher/counselor.

Counseling usually occurs when a person feels incapable of handling a situation or you, as a teacher, realize the student has a concern and helps the student identify the need for counseling. It is difficult for some persons to admit they need help, and many people are reluctant to seek any type of counseling.

Before assuming the role of counselor, you should ask yourself the following questions about your abilities and capabilities:

1. Am I a good listener?

2. Do I have the patience necessary for dealing with trying, time consuming situations?

3. Am I involved with the student or the student's problem?

4. Do I have a realistic view of my counseling skill, training and knowledge?

5. Do I have a realistic view of what can and cannot be accomplished in a particular situation?

6. Do I have a sincere desire to help without trying to play God?

There are many approaches to counseling, but without any formal training, one of the best approaches is just caring enough to be a <u>good listener</u>.

One counseling approach involves suggesting a course of action to the counselee. The problem with this approach is that the student is depending on the counselor to give him answers - tell him what to do. One of the purposes of any type of education is to teach the student how to think for himself so that he won't need someone else to take care of him. This counseling approach does not encourage this independent problem solving; it fosters dependency. Besides, what if the course of action you recommend backfires and only makes matters worse?

A more preferred type of counseling is one in which the teacher/counselor takes on the role as a facilitator, rather than an advisor, and helps the student work through a problem. As is mentioned elsewhere in this handbook, many of your students just need someone to listen to them. This in itself is often all that is needed. However, in keeping with the old saying, "Sometimes you can't see the forest for the trees," your student might be too close to the problem to analyze it. You can be very helpful if you listen closely. Help define exactly what the problem really is, what is causing it and then explore possible ways of alleviating the <u>cause</u> of the problem. As in medicine, you want to "treat" the illness, not the symptoms. One method of helping the student work himself through a problem is to listen carefully, then summarize what you heard the student say so you can be sure you understood him correctly, <u>and</u> he can hear what his problem sounds like coming from someone else. You will be amazed at how this technique alone will assist the student in being able to see the forest as well as the trees. You might want to preface your restatements with comments like "How does this sound?" or "See if this fits." This gives the student a chance to verify your understanding of the problems, clarify any differences and to "try on" any solutions you offer. This approach keeps the discussion on target and keeps the student from feeling that you have crammed a solution down his throat before you really understood what was bothering him.

This leaves the burden on the student, so to speak. But as a problem is solved, the student has gained confidence in his own ability to control his own life successfully. That is exactly what we want to happen!

Teacher Observations

Each counseling situation was unique. Some situations were best handled with group counseling while others required individual counseling. Sometimes the direct approach was best and other times the non-direct approach was the way to go.

Sometimes I just listened.

For individual counseling an office is necessary to insure privacy. Before actual counseling, the student must feel you, the counselor, can be trusted and can relate to the specific problem.

After counseling, students "open up" more and began to seek <u>your</u> advice.

I don't really know if individual counseling did any good or not. It took time away from class and

other students. A trained counselor to serve several programs might be a good idea.

I just listened to students who had problems, and each student had a problem at some point during the program. Having a private office really helped. At the end of the program the students really seemed to appreciate the opportunity to discuss personal problems.

In my counseling I tried to help students explore alternative solutions. Students seemed to appreciate my taking the time to be interested in them.

A full time counselor does not substitute for the classroom teacher/counselor, but it would certainly help relieve the burden of guilt teachers face when they can't reach all the students or when a student has a special or immediate problem.

Group sessions were interesting learning experiences for the students.

The problem with individual counseling is that students are not aware that others have the same feelings, needs, and frustrations. Group counseling gives students an opportunity to express with peers feelings, needs, and frustrations in an open relaxed setting.

One-on-one counseling was used to inform the student of personal strengths and weaknesses. This counseling opened up communications and allowed the student to have a voice in his or her program.

I found role playing a good way to start group counseling.

Counseling helps students become aware of attitude and behavior problems, individual responsibilities and needs.

CHAPTER III

SUGGESTED WAYS TO BE A GOOD CETA TEACHER

A. KNOW YOUR PROGRAM

B. UNDERSTANDING HOW STUDENTS LEARN

C. SETTING AND COMMUNICATING OBJECTIVES FOR YOUR CETA STUDENTS

D. ORGANIZING INFORMATION

E. EFFECTIVENESS IN PRESENTING INFORMATION TO STUDENTS

F. EVALUATION

G. TRAINING STUDENTS TO BECOME GOOD EMPLOYEES

H. TEACHING PRACTICES TO AVOID

A. KNOW YOUR PROGRAM

As a CETA instructor, it is very important to know your program and know what your responsibilities are to the program as well as to each participant. If possible, during the preplanning period, or at some time early in the program, read the work statement narrative for your program. Also, read the handbook for the school or sponsors of the program. It is important for you to understand the rules and regulations of the schools or sponsors of your program as well as the rules and regulations that Labor has for the program. Be sure to become familiar with the administrative procedure of your sponsor and be sure to learn what to do in case of emergencies. A knowledge of these things will help create a relaxed atmosphere for you and the participants.

Make note of items that are not clear and be sure to ask your administrator to help you understand these items. There will be times when the participants may ask questions about the program. A correct answer will help the participants understand the program and its function. Questions relating to childcare benefits, lunch time, holidays, tardiness, absenteeism, pay, insurance, transportation, etc., are likely to be asked several times. If participants do not know about these items and the teacher cannot answer questions pertaining to the items, a doubtful unrelaxed atmosphere may be created. You will want to avoid such an atmosphere. Do not give assumed information concerning the program. If you do not have the information needed, indicate this to the participant and let him/her know that you or the proper person will contact Labor requesting the correct answers or suggesting that the Labor representative make the answers available to the participant. The participants will develop a trust in you, and some times they will expect you to know all the answers. You may be the only one they have to trust.

B. UNDERSTANDING HOW STUDENTS LEARN

Think of the brain as a file cabinet or a computer - a place where a lot of information is stored. Have you ever tried to find some information that was filed wrong or a library book that was put on the wrong shelf? They might as well not have been there at all since you couldn't find them. The same thing happens when a person trys to remember or learn something. If it isn't stored in the proper place, it can't be retrieved when needed.

Following the theory that memory works a lot like a file cabinet or information storage system can help teachers understand how to make learning easier for students. Many techniques that you would use when setting up a filing system can also be used for teaching. If the information isn't arranged in some logical manner, such as alphabetized, it will be difficult to find. Therefore, the information you want the students to "store" in their memory should be presented in some logical order.

It is easier to add a small file folder one at a time to a file drawer than trying to add a whole stack all at once. The same is true in learning. Information can be learned easier if it is presented a little at a time than if it is taught as one big chunk.

The more often you use a particular file folder, the more quickly you can locate it the next time you need it. In teaching terms, let your students practice what you want them to remember. Some learning theorists say there is a short-term memory and a long-term memory, and the way to transfer information from the short to the long term memory is through practice. You may remember a phone number for thirty seconds after you hear it; but if you want to remember it for any length of time, you have to keep repeating the number. Even then if you don't use the phone number often, it will fade from your memory. This suggests that a teacher should schedule opportunities to refresh in the student's memory any information they are not using regularly.

If someone finds a folder which has been filed wrong, they should let the person who filed it know they had filed it wrong. If not, the person might continue to file it wrong. This idea is referred to as feedback. Give your students feedback about their performance. Let them know often whether what they are doing is right or wrong. This is a very important part of your job as a teacher. You may wonder how you can be critical of a student's unacceptable work when we have said that you are supposed to be giving students positive reinforcement (praise) as often as possible. This brings us to another important point - consistency. Learning takes place more quickly if the feedback is consistent. In other words, don't tell someone that they are doing fine if their work is really lousy. You can criticize a person's performance in a kind manner without criticizing the person. A student can learn a lot from a teacher's constructive criticism.

If a clerk is having difficulty filing some new information, it can sometimes be made easier if he can organize the information by relating it to something he has already filed. By the same token, a student

may not comprehend or remember an explanation given by the teacher unless he can make a connection between the new information and something he already knows. For example, Albert may not understand the atomic theory. But if it is explained to him in terms of street gangs (with which Albert is very familiar) as Venus Fly Trap did on a June 1981 episode of the "WKRP in Cincinatti" television show, he'll remember it as long as he lives! As teachers, it is our responsibility to do more than just present facts. Fred S. Keller addressed this issue well in his book "Good-bye, Teacher" (1968) in which he pointed out that students are interested, willing, and able to learn if only teachers will keep trying until they find instructional procedures that will work.

C. SETTING AND COMMUNICATING OBJECTIVES FOR CETA STUDENTS

One of the initial tasks confronting a CETA educator is the selection of objectives to be included in each unit taught. Setting objectives is highly important since the objectives chosen will affect other decisions about sequence of instruction, method of instruction, and evaluation. This chapter deals with how to set and communicate objectives for CETA students.

Definition of an Objective

An objective describes what the student is expected to be able to do after instruction that he/she could not do before instruction.

Parts of an Objective

An objective should consist of five basic parts: (1) Who is to perform the desired behavior; (2) What behavior is to take place; (3) The result of the behavior; (4) The condition under which the behavior is to be performed; (5) The standard that will be used to evaluate the performance.

Example of an Objective

Given 20 sentences, the student will select a correct verb for each sentence within 20 minutes with 95% accuracy.

Communicating Objectives to the Learner

The objective should be clear, and communicating objectives should be made early in an instructional sequence. All students should know what the teacher

wants them to do before beginning. Questions may be utilized to check the student's grasp of the expected objective.

Number of Objectives

The number of objectives that a teacher will develop for any unit depends on the nature of the unit. The number of objectives the teacher will communicate to a student should be within the learner's ability to comprehend. Accordingly, the teacher will have to judge how many objectives the students can assimilate in order to guide their studies.

Evaluating Achievement of Objectives

Once the student experiences the learning process, you must decide the way to evaluate whether the student has fulfilled the intent of the objective. A following section of this chapter will deal in greater detail with evaluation.

D. ORGANIZING INFORMATION

The key to what is accomplished in the CETA program is the teacher. Discussions about course objectives, use of multimedia materials, class room organization and management and instructional techniques are important variables that make the difference in a learning situation.

Functions of CETA Instructors

The functions of the CETA instructor in the classroom includes: (1) planning, (2) organizing, (3) leading and (4) controlling classroom activities. The planning function includes defining objectives, sequencing instructional topics, allocating the time available, and managing resources. Planning is the key. During the planning process, decisions are made on the means to bridge the gap between where the students are at the beginning and where you would like for them to be when they finish the program.

Organizing involves arranging the learning environment and assigning activities so as to accomplish the objectives in the most efficient and effective manner.

Through leading the students, the teacher inspires, motivates, and encourages students to achieve a given set of objectives. The more the teacher knows about the student, the more effective he/she will be in leading them. CETA instructors have found that the students have varied interests, abilities, and goals; therefore, different motivational techniques must be used.

Controlling functions involves determining the success of your program and leading functions for reaching the objectives. If objectives are not being met, the teacher may need to adjust (1) instructional objectives to better fit student needs or (2) the learning resources and motivational techniques. You should try to modify the learning situation before changing the objectives. The controlling function is an ongoing process. You will observe as you progress in working with your students, adjustment should be made during the learning process and not at the end of the process.

In order to better master the functions of the CETA instructor, you should develop instructional units and lesson plans. In developing your instructional units and lesson plans, you should keep in mind (1) what students are to learn (objectives); (2) what course content or material will be used to achieve the objectives; (3) how much time to be devoted to a unit or topic or objective; (4) how will student achievement of objectives be evaluated. Steps in developing a unit are given in the following paragraphs.

Sources for Unit Topic

Once you have the course goal and objectives in mind, block out the major units to be covered. The following are suggestions of sources for unit topics: (1) curriculum guides; (2) textbooks for the course; and (3) job descriptions of jobs. A format for a unit is given following the narrative in this section.

Sequencing a Unit

Unit topics should be presented in a sequence that is most helpful to students, not necessarily what is most meaningful from the teacher's point of view. The sequence of units related to skill development should be based on the logical order of task mastery. In order to acquire certain skills, it is often necessary to demonstrate mastery of certain prerequisite skills; for example, learning how to add and subtract preceeds learning how to multiply and divide.

Two other organizational patterns for sequencing skill units should be considered, especially where student motivations and immediate skill development are concerns. Whenever possible, topics that are of most interest and of most value to students should be presented near the beginning of the course. Another approach to sequencing units is to teach first those

skills that a student used most frequently on the job; therefore, the student will become productive as soon as possible on the job. For topics that are not specifically related to a specific skill but will provide useful information, establish the sequence on an arbitrary basis or by focusing on student interest and input in making these decisions.

Time Allotment for Each Unit

After the topics have been identified and sequenced, the time needed for each is identified or established. This will depend on factors such as whether the objective is acquaintance, mastery, or review for content, the importance of the topic to the student and amount of material available.

Develop Content for Each Unit

After sequencing the unit topics and estimating the amount of time for each, select, adapt, and/or develop the instructional content for each unit. At this stage of planning, materials identification consists basically of listing books, and chapters, filmstrips, tapes, guest speakers, etc. At least three criteria should be considered in the selection of such material: (1) the content is based on previously identified learner objectives, (2) includes a variety of difficulty levels and media to provide for student differences in achievement and learning style, and (3) is planned in relation to time and resources available.

Developing the Unit

The following steps may be used in developing teaching units:

1. Select a topic This is the first step in organizing a unit of work. If a course of study has been completed, and the topics identified, this step has already been accomplished.

2. Prepare for the Unit The teacher who is going to teach a unit should know as much as possible about the topic.

3. Involve students in planning Student involvement in planning the instructional material can be valuable to the instructor. It can increase student interest and motivation, make the unit more relevant to the students, and provide creative ideas and suggestions. There are, of course, definite limits to what students can select and change. Essential knowledge and necessary job-entry skills must be retained in the unit.

4. Develop the content Materials should be selected carefully to meet the objective and needs of the students. A unit is likely to be a richer learning experience for students if the content includes some concern for each of the following: (a) concepts related to the topic; (b) attitudes and values to be developed; (c) mental habits and ways of thinking to be introduced or reinforced; and (d) skills and work habits to be mastered.

5. Select learning activities Learning activities are the experiences through which students achieve the objective of the unit. In any unit there can be some activities that are required of all students, some that are highly recommended, and others that are optional. A list of materials used successfully by CETA instructors is given in the appendices.

As a final check on the adequacy of learning activities, the instructor can apply these criteria: (a) each activity should relate to at least one objective; (b) the activity should seem worthwhile to the student; (c) the activity should relate to the student aims and interests and pertain to their lives both in school and out.

6. Select evaluation procedure Evaluation is an important part of every unit. Without an evaluation component, the teacher would not know the extent to which the student has learned. The purpose of the evaluation procedure is to determine whether students have met the objectives of the unit.

Evaluation procedure should take into account the following guidelines:

a. Number of items - Prepare only as many as necessary to determine if student is able to meet the objective.
b. Type of Skill - Require the same kind of performanc in the evaluation as called for in the objective.
c. Objectivity - Try to make the evaluation process as objective and free from judgement as possible.

7. Write unit plan Write your unit plans down in some form that will give them organization. Do not rely on mental notes. A written plan is helpful for preparing lessons in the unit, collecting resource materials, organizing learning activities and constructing the evaluation. A suggested unit format has been included in this subsection.

After you have developed and documented units needed, the next plan would be the lesson plan. No two educators agree completely on the content and form of a lesson plan, but they all do agree that some planning

should be done by all teachers. Your lesson plan will be for your benefit as well as for the students. It will serve as a guide in your daily activities.

Since you will be providing for individual differences, your lesson plans may be general. It would be very difficult to develop a specific plan that would be suitable for all students; therefore, the plan that you develop will be used as a guide to coordinate the many different activities that may be going on for that particular day. A suggested format for a lesson plan is included in this subsection.

FORMAT FOR A UNIT PLAN

Unit Title _____

Subject _____ Teacher _____

School (optional) _____

I. Overview

II. Topics to be covered:
   A.
   B.
   C.
   etc.

III. Student Performance Objective
   A.
   B.
   C.
   etc.

IV. Student Learning Activities
   A.
   B.
   C.
   etc.

V. Required Resources
   A.
   B.
   C.
   etc.

VI. Student Evaluation:

VII. Resource Materials:

LESSON PLAN

Unit:	Getting A Job
Lesson Topic:	Steps in Getting a Job: The Resumé
Objective:	Using four Sample resumés, the student will develop his own resumé containing complete information in each of the necessary categories as indicated by the samples.
Introduction:	This past week we have been talking about various ways of getting a job. Today, I want you to assume that you will be completing vocational training soon and have been watching the "help wanted" column in the local newspaper. This morning you noticed a job opening that appeals to you, but the ad suggests that you send a resumé to Box 47 in care of the local paper. The only way that you can secure further information regarding this position is by sending your resume to a box number. What are you going to do, give up? What is a resumé? What will the prospective employer do with it? Where can you get one? These are a few of the questions that we will try to answer using some sample resumés. At the completion of this lesson you will have a personal resumé that you developed. When that job opening comes along, you will be prepared.
Method:	Discovery Supervised Individual Activity
Learning Activity:	Students will study the four samples individually to discover for themselves the types of information contained in a resumé and the format required. Based on what they have discovered, each student will prepare his own resumé, rough draft.
Resources:	Copies of four teacher-prepared sample resumés for each student.
Evaluation:	Students will pair off, trade papers, and discuss each resumé, evaluating the completeness of each on the basis of the four samples. Each student will then make a final draft of his resumé incorporating any necessary

revisions. Final evaluation will be made by the teacher using the four samples as guidelines.

mmary: Questions and Answers

Point 1: The objective of this lesson was to develop a resumé containing information appropriate for job application.

Point 2: What is a resumé?

Point 3: What information should a resumé contain?

Point 4: Why should careful attention be given to the preparation of the resumé?

EFFECTIVENESS IN PRESENTING INFORMATION TO STUDENTS

CETA instructors have found that methods of instruction should be varied. This is due to the varied needs and abilities of the participants. As you work with the participants, you may find it necessary to make adjustments in your plans in order to meet more effectively the diverse needs of the participants.

People have many different learning styles: each learner has his or her own preferred path for acquiring information. Today many resources and techniques are available to meet individual needs. Although some people find it easy to learn through traditional teaching methods, others require strategies and techniques which more closely suit their unique learning styles.

Most CETA students have difficulty in adapting to conventional school programs because they do not possess the basic academic skills necessary to succeed. They have developed a limited perception of educational value and lack the motivation to achieve in regular programs. This lack of success contributes to the development of poor attitudes and poor self-images. They lack self-confidence and rely on others for support. This increases dependency on others and decreases individual initiative and independence.

In working with these students, you should design programs which enable the student to achieve success. Be sure to develop simple short-term objectives for each unit which reward the student with praise for his/her accomplishments. Show interest in helping each student and help the student recognize his strengths.

The individualized approach is one of the better methods to use to meet the needs of the participants. This method will allow each participant to work on what he needs and to work at a rate that will allow him/her to accomplish the set goal or objective. The traditional method of teaching all students at the same time, by the same method, using the same material does not always work effectively with these students. A variety of instructional methods must be used. Participants will not become bored and uninterested if the appropriate instructional technique is used.

Many CETA students will demonstrate behaviors and attitudes which are contrary to those expected of them in school. You must remember that these students have many problems. Their main goal is survival. The frustration they have in their daily lives, their history of failure in school and the tensions caused by family conflict all contribute to the hostile and apathetic attitude these students have toward learning.

Your main concern is to try to help them improve such attitudes and behavior (listed specifically in common characteristics of participants). You can do this in a number of ways: (1) Avoid punishment when possible - reward and encouragement are more effective; (2) be specific rather than general in your statements; (3) equip school (classroom) facilities as they are equipped in the real world; (4) use practical ideas of application; (5) accept the student as a person (employee) and always acknowledge the individual's self-worth and (6) provide positive reinforcement for even small accomplishments.

It has been noted by CETA instructors that CETA students learn more effectively by actually performing and seeing a job being performed rather than by merely being told how to do a job. Presentations should appeal to as many senses as possible. Use the overhead projector, slides, films, filmstrips, video tapes, charts, bulletin boards, etc. Wherever possible, provide hands-on experience for them.

READI'G MATERIALS

Some CETA students will have low reading abilities; therefore, limit the amount of written material. For these students, provide materials which are written on a fourth to seventh grade level. You may substitute pictures and diagrams, where possible, for written material. In assigning reading material, break it down into small sections. Provide a vocabulary with each section if possible. Refrain from giving students work that is above their reading level. This is one way to prevent frustration.

Use student tutors. Pair or group students to help each other. It has been demonstrated that tutors learn more than the tutored. It also helps the tutor and tutored develop human relations skills.

SPEED/ACCURACY IN PERFORMING TASKS

As a CETA instructor, question the value of speed vs. accuracy. In having students perform a task, allow for individual differences. Some students will perform a task more quickly than others. A person may be working slow to prevent another failure. The slow worker is usually careful or cautious not to make a mistake. Speed will increase as the student gains confidence in him/herself.

The CETA instructor can develop activities that will help develop speed for the slow performer. Introduce one step at a time and be sure the student understands this step before moving to the next. Move from a simple task to a more complex task.

SHORT ATTENTION SPANS

CETA instructors have observed that students have short attention spans and are easily distracted from their work. They may seem to "daydream" during the work time. To help delete such behavior, the instructor should: (1) set up short term goals that are easily achieved; (2) allow students to work for short periods of time and move around in between or just provide short lessons; (3) use highly motivated lessons that are of interest to the student; (4) allow for flexibility in schedules and (5) give specific directions.

INABILITY TO EXPRESS THEMSELVES

Many CETA students have poor verbal skills. They may have difficulty expressing themselves verbally as well as non-verbally and may not be able to properly use what we refer to as "classroom language". As a CETA instructor, you will need to accept the difference in language usage and encourage expression even in their own language. Avoid being overly critical of students. Teacher participation will decrease the psychological distance between the student and teacher, and role playing will provide an opportunity for the teacher to learn more about the students. Role playing satisfies the need for concrete, physical, visual and practical experiences.

LEARNING ACTIVITIES

This list of learning activities has been successfully used by CETA instructors. The sequence of your learning activities will depend on the student and the unit being taught.

1. Listening to Guest Speakers or Outside Experts - These classroom experiences should be scheduled by the teacher at a time when many students are ready for the experience.

2. Pairing or grouping students to solve a problem or to complete a project provides active learning, promotes teamwork, etc.

3. Observing or Operating Models or Mock-Ups - Working with such objects can help students to gain an understanding of mechanisms or operating controls. (Example: teletrainer)

4. Observing the Instructor Demonstrate an Operation - This may be done on an individual, small group or total class basis.

5. Viewing or Listening to Audio or Audio-Visual Materials - On a large group, small group or individual basis, students can gain information from media materials such as slidetapes, audiotapes, films, filmstrips and videotapes.

6. Examining Reference Books - You may have your students examine or gather data from standard reference books such as reference manuals for office personnel, secretarial handbooks or other specific areas.

7. Reading Information Sheets - These are concise statements of very relevant information specifically prepared for the unit, geared to the student's level, and available from no other convenient source.

8. Reading Parts of a Textbook - Participants can be asked to read relevant sections dealing specifically with the knowledge required to reach the objective.

9. Memorizing Information - The objective may require that the student can best function if he has committed some information to memory (for example, time tables).

F. EVALUATION

The roles of student evaluation in the program should be to provide feedback to the student and the instructor regarding student performance. Evaluation also helps determine the students' readiness to pursue

subsequent steps in learning. You will find in working with the participants that this type of evaluation is necessary.

Another reason for evaluation is to diagnose. This is very important for the teacher and for the student. The instructor may use diagnostic tests to place students at the onset of instruction and to identify the causes of deficiencies in student learning as instructions are given. CETA instruction has recognized that since there are varied abilities and interests, diagnostic tests (pretests) are necessary and very helpful in selecting learning activities and instruction for the participants.

Evaluation of student achievement tells a teacher how effective he or she has been in designing and implementing instructional units. Through evaluation, the instructor can pinpoint areas that students did not master. Thus, evaluation can be analyzed for teaching inadequacies as well as for student difficulties.

Evaluation can be one thing to the teacher and a completely different thing to the student. The teacher wants to know as much as possible about each student so instructional adjustments can be made. It is imperative to know who has special needs so better counseling can be forth coming. It is also important to know about the interests and achievements of the students so the program may be modified. The student needs reassurance that the training program is helping to accomplish personal goals. Also, there must be reassurance that he/she can learn; and that it is worth the time, effort, and sacrifices a student must make to complete the program. This personal evaluation is important to the student.

Some of the requirements of sound evaluation that a teacher should know are that evaluation is a purposeful measuring of progress toward clearly stated objectives, which must be built into the program, and is included in the lesson plan. The teacher must be sensitive to attitudes, the students' and his or her own feelings, which can affect evaluation. There are various ways to assess participants: (1) observation, (2) teacher-made tests, (3) on-the-job training observation, (4) standardized tests.

There are two major construction procedures used in developing tests to measure a given task or objective. The first procedure is for developing written test of understanding. The second procedure is the development of an instrument to test performance and attitude. In assessing the progress of students, informal measurement should be relied upon in many instances. Interviewing,

counseling, examining samples of the student's work, demonstrating specific performance tasks, observing work habits, or giving tests on materials taught in class are all examples of informal approaches to evaluation. The teacher should be aware of the fact that all testing, formal and informal, must be evaluative, but that not all evaluation should be testing. Furthermore, the teacher should remember that any assessment of progress becomes meaningful to the student only if it is interpreted and acted upon. When one grasps the value and meaning of evaluation, a new tool is discovered. With this new tool, an additional source of learning is available to the student and the teacher.

An Actual Method Used by CETA Teacher

Let me share one method that was used and that was very rewarding. This was used as an incentive for better work and for evaluation. Usually, participants would perform this activity on Fridays. I would prepare a teacher made test, made up of a variety of duties to perform. It was constructed so that it would take at least a half day's work to complete the duties. Each participant worked individually on the test (regular work schedule was followed). When participants entered training for that day, all jobs were assigned and placed on their desk. After work began, no instructions were given. The participant who completed the most acceptable jobs received the Incentive Cup. I found participants striving to win the Incentive Cup. They worked very hard to learn the material covered.

In all that you do in working with the participants, you must communicate with them. Help them understand what you want of them and what they want or should want out of the program.

You will hear many of them express their appreciation for just having a chance to participate in a learning environment and being able to succeed in it. When you hear remarks like these, it lets you know that you are helping to develop someone into a successful worker. It is a teacher's responsibility to develop learning experiences that will develop skills needed for successful workers.

Instructor Evaluation

The instructor must have information about his/her teaching effectiveness. A good beginning is to use a self-evaluation scale. The focus of this scale should be on three topics: the instructor's knowledge of participants, the instructor's knowledge of the subject taught and how it can be related to the student's goals

and life roles and the methods used in presenting instructions. A self evaluation survey together with a student-teacher evaluation should be extremely helpful to the instructor as he/she works to become more effective.

G. TRAINING STUDENTS TO BECOME GOOD EMPLOYEES

When developing a training program, a couple of concerns should be considered. First, what steps are necessary to teach the disadvantaged person a vocational technical skill? And second, what steps are necessary in the training programs to insure the disadvantaged person will have a chance to use that skill as an employee? Unless a person can obtain and maintain a job in which to use his skills, the skills are worthless.

To move the disadvantaged person from the unemployed to sustained employment, specific steps must be considered and addressed. A person must gain certain skills at each step before moving to the next step. These six specific steps should be considered in any CETA training program interested in moving disadvantaged persons into sustained employment.

STEP I - The first step is work role identification. At this level, the disadvantaged person must see work as valuable, perceive self as worker, see societal good in work and expect to be rewarded from work. Once a person has agreed to this, then he or she can move to the next step.

STEP II - The next step is job readiness. At this stage of development, a person must assess individual abilities and interests. They must further investigate the work environment. Through this assessment and evaluation, specific needs can be determined which must be addressed and overcome prior to moving to the next stage. This stage should involve specific skill training for a specific job.

STEP III - The third step is job getting. At this stage, skills which are needed to secure a job are of primary concern. The disadvantaged person must learn to identify potential employers, fill out job applications and interview for jobs. In essence, the participants must learn to sell themselves to potential employers.

STEP IV - The fourth step is conformance and adaptation. This step is critical the first few days a new employee is on the job. The disadvantaged person must learn job

conformance requirements such as punctuality, acceptable dress, hygiene, language and safety, and the unacceptability of drug and alcohol abuse. He or she must also learn that in a new job there is an adjustment period in which minor forms of distress may be prevalent. The disadvantaged person must be prepared and willing to confront these situations.

STEP V - The next step is entry-level performance. At this level, a person must learn basic performance skills such as working steadily, listening to directions, asking appropriate questions, accurately following directions and attending to relevant aspect of the tasks.

STEP VI - The final step is interpersonal relations. As the disadvantaged person successfully progresses through the five preceeding steps, he or she is receiving positive reinforcement. This reinforcement helps a person's self concept and therefore improves his or her ability to become part of the work environment.

Through these six steps which should be considered while developing CETA training program, a disadvantaged person moves from being unemployed to sustained employment. In summary, here are the steps and outcomes:

	STEPS		OUTCOMES
I	Role - Identification	I	Motivated to Seek Work
II	Job Readiness	II	Applies for Job
III	Job Getting	III	Obtains Job
IV	Conformance and Adaptation	IV	Not Fired and Does Not Quit In First Few Days
V	Entry Level Performance	V	Employed Beyond Probation Period
VI	Interpersonal Relations	VI	Long Term Employment

H. TEACHING PRACTICES TO AVOID

1. Do not be irritated by symptoms of lack of interest, tension, discouragement or mild disturbances which diminish as the students are given learning activities that are appropriate to their capacities, abilities, and interests.

2. Do not criticize a student in the presence of other students.

3. Do not judge students by your standards or middle class standards, only by work or job related standards.

4. Do not be narrow minded or biased.

5. Do not be authoritarian to an overbearing degree which will produce hostility.

6. Do not subject students to change without advanced notice. (This may be approached gradually toward the completion of training so they'll be prepared to handle such a situation since they often occur on the job.)

7. Do not expect immediate acceptable social behavior. Environment is a factor here, and your influence as a teacher and role model will come gradually.

8. Do not be afraid to admit your own mistakes.

9. Do not become discouraged if every student does not succeed.

10. Do not introduce problems that will get in the way of good discipline.

11. Do not place too much emphasis on slight disturbances or irregularities of conduct unless they are persistent.

12. Do not use just one type of classroom procedure.

13. Do not give students meaningless tasks.

14. Do not correct student's speech or manner of speech while in conversation until they are ready for this approach. Teach them the correct way by speaking correctly when you talk.

15. Do not measure achievement only in terms of grades or tests.

16. Avoid comparison of students in all situations if possible.

17. Do not threaten a student in class.

18. Do not be critical of students as individuals. Praise them for accomplishments.

19. Do not over praise a student.

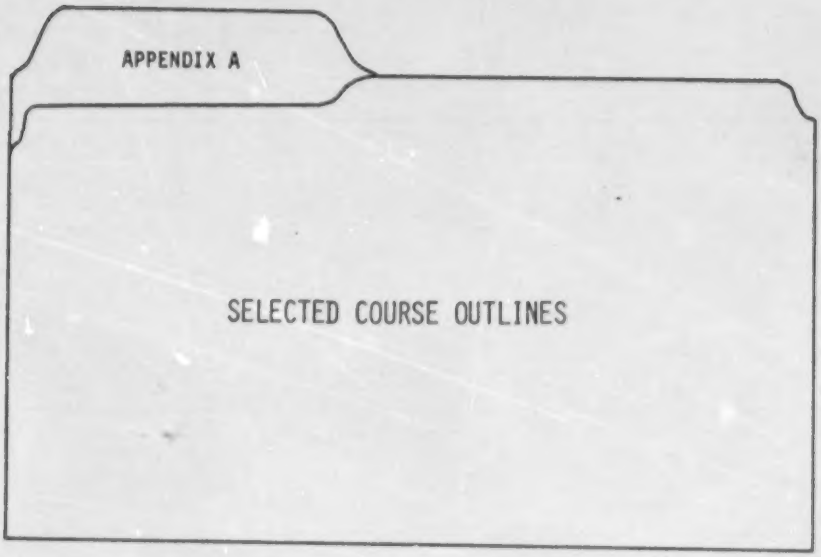
20. Do not use words which reflect hostility, sharpness, suspicion, apathy or disrespect.

21. Do not be overly familiar or unfriendly.

22. Do not do things that you do not want the students to do. Use integrity and honesty. Be an excellent model.

23. Do not be afraid to say "I don't know, but let's see if we can find the answer."

24. Do not be intimidated by students' questions.



Basic and Employability Skills

Clerical Office Aide

Facility Maintenance Worker

BASIC AND EMPLOYABILITY SKILLS TRAINING

I. ORIENTATION

- A. School policies
- B. Relationship between CETA and training facility
- C. Basic education training outline
- D. Employability skills training outline

II. EVALUATION

- A. The educational level in each area will be determined

III. INDIVIDUALIZED BASIC EDUCATION

- A. Each student will be able to work on his or her particular level

IV. COMMUNICATION SKILLS

- A. Word attack skills
- B. Vocabulary
- C. Reading and understanding directions
- D. Organizing and selecting ideas
- E. Study habits
- F. Spelling
- G. Correct use of the main parts of speech
- H. Correct sentence writing
- I. Correct punctuation and capitalization
- J. The paragraph
- K. Letter writing

V. RELATED MATH AND SIMPLE ARITHMETIC

- A. Addition, subtraction, multiplication and division
- B. Fractions and mixed numbers
- C. Percentage and decimals
- D. Units of measure
- E. Ratio and proportions

VI. INVESTMENT IN EVERYDAY LIVING

- A. Human relations (attitude, behavior, etc.)
- B. Speakers and discussion (community services and educational opportunities)
- C. Planning, budgeting, good banking and insurance
- D. Speakers and discussion (living with the law)
- E. Hobbies and other leisure activities
- F. Good grooming and health care
- G. Reasons employees lose jobs (guest speakers, role playing, and discussion)

VII. BASIC SHOP SAFETY

A. Working safely
B. Maintaining a safe shop
C. Safety inspection
D. Training for emergencies
E. Power supplies and electrical hazards

VIII. JOB FACTS

A. Social security (explain and calculate)
B. Workmen compensation (explain)
C. Payroll deduction (explain and calculate)
D. Retirement benefits
E. Insurance benefits
F. Promotions and evaluation

IX. GROUP GUIDANCE AND INDIVIDUAL COUNSELING

A. Try to solve individual problems

CLERICAL OFFICE AIDE

I. GENERAL OFFICE KNOWLEDGE

A. Introduction
B. The role of the clerical worker
   1. The office workers image
   2. Office workers at work
   3. Office worker's qualifications
C. Personality and human relations
   1. Elements of human relations
   2. Clerical worker's personality
   3. Clerical worker's appearance

II. OFFICE COMMUNICATIONS

A. Applying basic skills
   1. Skillful reading and listening
   2. Handwriting in the office
B. Meeting callers
   1. Receiving callers
   2. Making appointments
   3. Oral communication in the office
C. Reference tools and their use
   1. Dictionary
   2. Telephone directory
   3. Reference manual
   4. Word division manual
   5. Zip code directory
D. Inter-office telephone system
   1. Handling incoming callers
   2. Handling outgoing callers
   3. Using special services
   4. Using special equipment

III. RECORDS MANAGEMENT

A. Record management skills
   1. Filing procedures
   2. Managing the record system
   3. Alphabet, numeric, subject and geographic filing
   4. Special file, micrographic, and information systems
   5. Filing equipment and supplies
   6. Practice set

IV. OFFICE MACHINES

A. Electronic print/display calculator
   1. Addition, subtraction, multiplication, division on the print/display calculator
   2. Special problems using the calculator
   3. Operating copiers

V. TYPEWRITING

- A. Basic skill development
- B. Centering (vertical & horizontal)
- C. Introduction to business typing
  1. Business forms
  2. Memos, announcements, letters, and reports

VI. MAILING AND SHIPPING SERVICE

- A. Using mailing and shipping services
  1. Handling incoming mail
  2. Handling outgoing mail
  3. Volume mail
  4. Air and surface shipping

VII. FINANCIAL MANAGEMENT

- A. Banking activities
  1. Opening a bank account
  2. Making deposits
  3. Writing checks
  4. Reconciling bank statements
- B. Payroll recordkeeping
  1. Overview of payroll functions
  2. Records maintained for payroll
  3. Preparing the payroll
- C. Recordkeeping for charge customers
  1. Accounts receivable
  2. Accounts payable
  3. Statement of account

VIII. YOU AS AN OFFICE WORKER

IX. SIMULATION

FACILITY MAINTENANCE WORKER

I. DAILY FACILITY MAINTENANCE ACTIVITIES

- A. Introduction
- B. Cleaning surfaces
  1. Glass
  2. Leather
  3. Painted
  4. Porcelain
  5. Wood
  6. Water fountain
- C. Uncarpeted floors
  1. Remove gum from floor by hand
  2. Clean tile floors
  3. Clean cove molding
  4. Sweep uncarpeted floors
  5. Damp mop uncarpeted floors
  6. Wet mop uncarpeted floors
  7. Dust mop uncarpeted floors
  8. Operate wet/dry vacuum
  9. Vacuum floor surface
  10. Empty and clean carpet vacuum
- D. Carpeted floors
  1. Remove gum from carpet
  2. Spot clean carpet
  3. Sweep carpet by hand
  4. Vacuum carpet
- E. Minor repairs
  1. Using hand tools
  2. Free sticking doors
  3. Free sticking windows
  4. Replace fluorescent bulb-tube
  5. Clean mops and dust rags
  6. Replace faucet components
  7. Tighten loose furniture components
  8. Unclog drains
- F. Support activities
  1. Adjust thermostat
  2. Communicate by telephone
  3. Construct work schedule
  4. Display flags
  5. List repair needs
  6. Store equipment

II. WEEKLY OR MONTHLY FACILITY MAINTENANCE ACTIVITIES

- A. Introduction
- B. Cleaning surfaces
  1. Dust walls and ceilings
  2. Remove cobwebs
  3. Wash walls

C. Uncarpeted floors
   1. Scrub floors by hand
   2. Operate buffer
   3. Remove marks from floor by using buffer
   4. Remove water from floor by using wet/dry vacuum
   5. Varnish wax with buffer
   6. Disassemble and clean buffer
   7. Disassemble and clean wet/dry vacuum

D. Carpeted floors
   1. Remove heavy soil from carpet
   2. Dry shampoo carpet

E. Minor repairs
   1. Safety precautions of power tools
   2. Operating the saber saw
   3. Operating the electric drill
   4. Glaze windows
   5. Paint
   6. Spot paint
   7. Treat dust mops and dust cloths

F. Support
   1. Demonstrate to new workers how to use equipment and materials

III. QUARTERLY OR SEMI-ANNUAL FACILITY MAINTENANCE ACTIVITIES

A. Introduction

B. Cleaning surfaces
   1. Wash walls
   2. Polish ornamental metal

C. Uncarpeted floors
   1. Scrub floors with buffer
   2. Apply floor sealer
   3. Apply floor wax
   4. Polish high gloss floor surface

D. Carpeted floors
   1. Operating steam cleaner
   2. Wet shampoo or steam clean carpet
   3. Disassemble and clean steam cleaner

E. Minor repairs
   1. Electrical (cords, switches, etc.)
   2. Plumbing (drains, toilets, etc.)
   3. Carpentry (baseboards, doors, windows, etc.)

F. Support
   1. Change HVAC filters
   2. Clean ductwork

APPENDIX B

SELECTED INSTRUCTIONAL MATERIAL

Basic and Employability Skills

Clerical Office Aide

Facility Maintenance Worker

BASIC AND EMPLOYABILITY SKILLS TRAINING

Charles Merrill Company, Alum Creek Srive, Columbus, Ohio

Reading for the Real World

Merrill Mathematics Skill Tapes

McGraw Hill, Adult Education Services, Hightston, NJ 08520

Basic Writing Skills

Basic Reading Skills

Basic Social Studies Skills

Basic Science Skills

How to Prepare for High School Equivalency Exam

Career Aids, Inc., 8950 Lurline Avenue, Dept. V13, Chatsworth, CA 91311

My Career Plans (Filmstrip and Cassette Series)

McKnight Publishing Company, P. O. Box 2854, Bloomington, IL 61701

Succeeding in the World of Work: Filmstrip/Cassette Series

Communication Skills

Succeeding in the World of Work

Succeeding in the World of Work Activities (Filmstrip)

Locating and Applying for a Job (Filmstrip/Cassette)

You, Your Employer, and Co-workers (Filmstrip/Cassette)

Human Relationship (Filmstrip/Cassette)

Entering the World of Work

Getting Along with People on the Job (Filmstrip)

Setting Career Goals (Filmstrip/Cassette)

Stevens Company, 3427 Oakcli[illegible] Road, N.E., Atlanta, GA 30348

Math Mystery Theater (Part II. III, IV)

Power Pac (E and F)

Grammarifics

Cassette Learning Package

Thompson Mitchell, 3384 Peachtree Road, N.E., Atlanta, GA 30329

The Art of Winning

Media Material, Inc., Dept. MAI, 2936 Remington Avenue, Baltimore, MD

Problem Solving with Whole Numbers

Using Percent

Using Measurement

Cornett, 65 East South Water Street, Chicago, IL 60601

Speaking and Listening on the Job (Set of Tapes)

Real Stories (A Reading Workshop)

Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, NJ

Set of Six Map Skills Books

Random House School Division, 400 Hahn Road, Westminister, MD 21157

Reading Almanacs (Grade Levels: 3, 4, 5, 6)

Practicing Vocabulary

Science Research Laboratory, 259 East Eric Street, Chicago, IL 60611

SRA Reading Laboratory

Spelling Lab Kits (2B and 2C)

Barnell Loft, LTD, 958 Church Street, Baldwin, NY 11510

Specific Skills Series

Janus Book Publishers, Industrial Parkway, West Dept. C, Hayward, CA 94545

Survival Vocabularies

Don't Get Fired: 13 Ways to Hold a Job

Job Interview Guide

Pace Learning Systems, P. O. Box AG, University of Alabama, Tuscaloosa, AL

Fraction Package

LSI Basic Skills Capitalization

LSI Basic Skills Verbs, Numbers, Case

LSI Basic Verbs, Modifiers and Pronouns

Steck-Vaughn Company, P. O. Box 2028, Austin, TX

Becoming a More Effective Person (Family Development Series)

Working with Others (Family Development Series)

Success at Work

Adult Reading Kits (Levels I & II)

Basic Essentials of Mathematics (Part 1 and 2)

Learning Your Language (Part 1 and 2)

How to Get a Job and Keep It

Adult Reading Series

CLERICAL OFFICE AIDE

South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227

Century 21 Typewriting, 2nd Edition, Lessenberry, Crawford, Erickerson, Beaumont, and Roberson, 1977.

Practical Recordkeeping, 4th Edition, Baron and Stienfield, 1975.

Business Filing and Records Control, 4th Edition, Bassett and Goodman, 1974.

Human Relations in Business, England and Williams, 1977.

Office Machines Course, 5th Edition, Cornelia and Pasework, 1979.

English the Easy Way, 4th Edition, Schacter and Clark, 1977.

The Business of Oral Communication, Gwyn, Gwyn, Sanders, 1980.

Exploring Business Careers, Ristau.

Exploring Business Careers in Business, Ristau and Baggett.

How to Find and Apply for a Job, Kushner and Keily.

Mathematics Skill Builder, 4th Edition, Gessage.

Clerical Payroll Procedures, Fuller, 1979.

Office Filing Procedures, 4th Edition, Bassett and Goodman, 1974.

The Clerk Typist, "Indio Paper Company, Inc.," Schinn.

The Receptionist, "People's Trust of Little Rock," Butler and Smith.

Snow Country Typewriting Practice Set, Reynolds.

Open Road Cyclery, "A Practice Set."

Reference Manual for Office Personnel, House and Koeble.

Word Division Manual, Silverthorn and Perry.

Personal Development Transparencies, Hanson and Parker.

Gregg/McGraw-Hill Book Company, P. O. Box 966, Norcross, GA 30091

The Receptionist, Wood and McKenna, 1966.

General Recordkeeping, Huffman and Steward, 1981.

Fearon Pitman Publishers, Inc., 6 Davis Drive, Belmont, CA

Bank Reconciliation Projects, 2nd Edition, McCullough and Enerald, 1980.

Business Machines Projects, Practor, 1960.

Houghton Mifflin Company, 7055 Anwiller Industrial Drive, Atlanta, GA 30360

Filing Made Easy: A Filing Simulation, Holmes, 1979.

Vocational-Technical Education Consortium of States (V-TECS), Green Street, University of Georgia, Athens, GA 30602

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Secretarial, Stenographic, Typing, and Related Occupations, Oliver, King, and Lee, 1975.

Southern Bell Telephone Company, Educational Services, Augusta, GA

Teletrainer System

Business Education Films, 7820 20th Avenue, Brooklyn, NY 11214

Films and Filmstrips:

Dealing with People

Office Experience: A little Bit of Everything

Office Practice: Your Attitude

Office Practice: Manners and Customs

Office Practice: Working with Others

You and Office Safety

You and the Telephone

Job Interview: I Guess I Got the Job

ocational-Technical Education Consortium of States (V-TECS), Green Street, University of Georgia, Athens, GA 30602.

A Catalog of Performance Objectives and Performance Guides for Janitors, William D. Dillan and Fred W. Harrington, 1978.

PC Training Systems, Division of Technical Publishing Company, 1301 So. Grove Ave., Barrington, IL 60010 (312) 381-1840.

Floor Care, Fuchs, S. J., Mann, R. H., Reid, J. A. Jr., Rice, J. E., 1976.

Carpet and Fabric Upholstery Care, Grover, R. L., Hopper, R. N., 1977.

Rest Room Care, Goldstein, H. M., Reid, J. A. Jr., Rice, J. E., 1977.

Cleaning Chemicals, Dowson, R. A., Hausen, J. N., Grover, R. L., 1977.

Powered Equipment, Reid, J. A. Jr., Rice, J. E., 1976.

Plant Safety, Jansen, Ralph F., et. al., 1974.

Portable Power Tools, Donachie, Ray J., 1974.

Developing Troubleshooting Skills, Jensen, Ralph F., 1974.

Safety, Calibration and Testing Procedures, Johnson, C. E., et. al., 1979.

:leaning Consultant Service, P. O. Box 70261, Seattle, WA 96107, (206) 789-2531.

Instructors Guide, Comprehensive Custodial Training Program, Griffen, William R., 1973.

Comprehensive Custodial Training Program, Griffen, William, R., 1973.

redrick Fell Publishers, Inc., 386 Park Avenue South, New York, NY 10016.

Housekeeping Handbook for Institutions, Business, and Industry, Feldman, Edwin B., 1978.

The Readers Digest Association, Inc., Pleasantville, NY.

Fix-It-Yourself Manual, Speicher, John, 1977.

Complete Do-It-Yourself Manual, Day, Richard, 1973.

APPENDIX C

SUGGESTED EQUIPMENT

Basic and Employability Skills

Clerical Office Aide

Facility Maintenance

BASIC AND EMPLOYABILITY SKILLS TRAINING

I. EQUIPMENT

A. Overhead projector
B. Slide projector
C. Filmstrip projector
D. Audio cassette recorders with headsets
E. Film projector (16mm)
F. Projection screen
G. Filmstrip viewer
H. Record player
I. Video tape recorder, camera, monitor, microphone, and accessories
J. Camera tripod

II. FURNITURE

A. Desk (one for each student)
B. Book shelf
C. Storage cabinets

CLERICAL OFFICE AIDE

I. EQUIPMENT

A. Electric typewriter (one for each student)
B. Calculators (one for each student)
C. File cabinets
D. Overhead projector
E. Tape recorders with headsets (one for each four students)
F. Slide projectors (to be used with individualized instruction)
G. Film projector (16mm)
H. Copier
I. Interoffice telephone system
J. Paper cutter
K. Video tape recorder, camera, monitor, microphone and accessories

II. FURNITURE

A. Desk (one for each student)
B. Book shelf
C. Storage cabinet

FACILITY MAINTENANCE WORKERS

I. POWER EQUIPMENT

A. Buffer (with pads for different floor surfaces)
B. Upright vacuum
C. Wet/dry vacuum (with attachments for both wet and dry operation)
D. Steam cleaner

II. CLEANING UTENSILS AND ACCESSORIES

A. Brooms
B. Mops (dust and wet)
C. Squeege (floor and window)
D. Buckets
E. Mop wringers
F. Toilet brushes
G. Hand brushes
H. Dust pans
I. Trash cans

III. HAND TOOLS

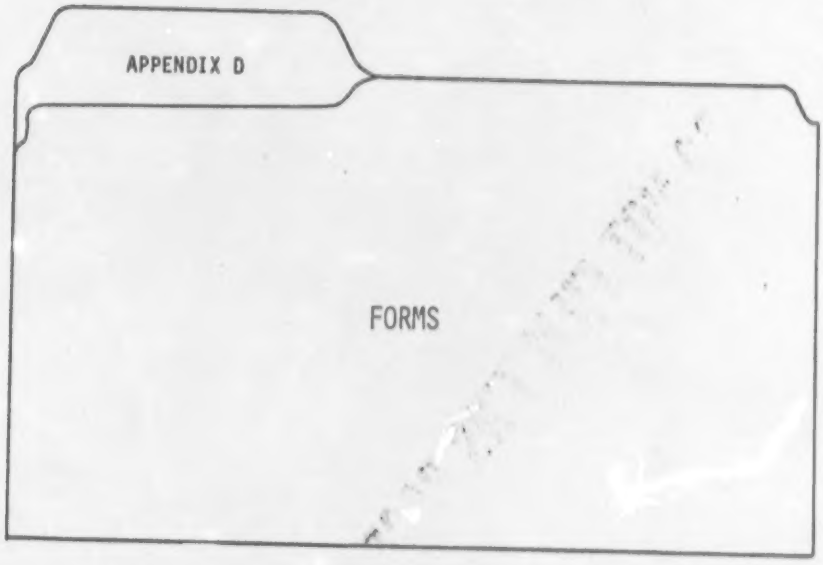
A. Hammers
B. Hand saws (rip, hack with blades, cross cut, key hole)
C. Screw drivers (flat tip and phillips)
D. Measuring devices (tape measure, folding rule, etc.)
E. Pry bars
F. Wood chisels
G. Carpenters square
H. Carpenters level
I. Pliers
J. Adjustable wrenches
K. Pipe wrenches
L. Plumbers helper

IV. POWER TOOLS

A. Saber saw (with blades)
B. Drill (with bits)
C. Circular saw (with blades)
D. Power drain cleaner
E. Extention cord
F. Safety accessories and clothing (eye and hand protection)

V. FURNITURE

A. Student desks (one for each student)
B. Teachers desk (in private area if possible)
C. Demonstration table
D. Deep sink
E. Bookshelf



6A

61A

CETA NOTICE OF COMPLETION OR SEPARATION

EMPLOYER/SCHOOL/WORKSITE: Complete and forward to your CETA Program Operator as soon as a participant vacates a slot.

SSN: _____ **NAME OF PARTICIPANT:** _____ **PROJ./CONT. NO.:** _____

DATE SEPARATED: ____/____/____ **REASON(S) FOR SEPARATION:** Completed Trng_____ Employed_____ Entered Armed Forces_____

Remained In/Returned to School_____ Transferred to Other Program_____ Laid-Off_____ Exhausted Program Limitation_____

Other (Specify) _____

VOCATIONAL EDUCATION SCHOOLS COMPLETE THIS SECTION FOR INDIVIDUAL REFERRALS ONLY:

FUNDS	APPROVED	EXPENDED	REMAINING
FY___	$_____	$_____	$_____
FY___	$_____	$_____	$_____
FY___	$_____	$_____	$_____
TOTAL	$_____	$_____	$_____

(Fiscal Year is 10/1 through 9/30)

When "employed" is shown as the reason for separation, complete all or as much of the data as is known:

_____ _____
(Name of Employer) (Job Title)

_____ _____
(Employer's Address) (Supervisor)

_____ _____ _____
(Pay) (Telephone No.)

Date Employed: _____ Placed by Voc.-Tech Sch: YES____ NO____

Signature: _____ Date: _____

CETA-6A (R-6/80)

6A

PROJECT NUMBER	PARTICIPANT'S NAME	SOCIAL SECURITY	LAST CHECK NO.	WEB

A. Did your name, social security number, residence and/or number of dependents change during the past week?
☐ YES ☐ NO If yes, contact your local Employment Service office in order to be paid correctly.

B. Are you claiming unemployment insurance benefits for the WEB shown above?
☐ YES ☐ NO If yes, did you submit ESA 460 to your U.I. Claims Center? ☐ YES ☐ NO

B. ATTENDANCE (Indicate number of hours.)

	Scheduled	Attended	Excused	Holiday	Unexcused
Mon.					
Tue.					
Wed.					
Thu.					
Fri.					
					ADJ

C. TRAVEL (Indicate number.)

Round Trips	1 Way	Subs.

A-61A (R-2/77), Certification for CETA Allowances

IF THIS CARD IS FOLDED, OR MUTILATED, PAYMENTS MAY BE DELAYED IN PROCESSING.

CETA 61A

Are you receiving receipt of Public Assistance (Welfare) Payments [illegible] since your last [illegible]
☐ YES ☐ NO

CERTIFICATION: I understand that it is a criminal offense to make false statements in connection with filing this request for allowances, and I certify to the truth of the above statements.

PARTICIPANT'S SIGNATURE _____ DATE _____

CERTIFICATION: The participant is enrolled and attending training satisfactorily record. The absences are given in accordance with our records. Statements made by the participant appear complete and correct to the best of my knowledge.

TRAINING OFFICIAL'S SIGNATURE _____ DATE _____

NAME AND ADDRESS OF TRAINING FACILITY _____

REFERENCES

REFERENCES

Altfest, Myra. Vocational Education for Students with Special Needs: A Teacher's Handbook. Fort Collins, CO: Colorado State University, 1975.

Calhoun, C. C. Managing the Learning Process in Business Education. Belmont, CA: Wadesworth Publishing Co., 1980.

CETA Instructors, State of Georgia. CETA Training Programs Analysis Packet. (CETA instructors' response to questionaire concerning specific aspects of CETA training), 1981.

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